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ABSTRACT

This is the second volume of a two-volume report describing the results of a three-year evaluation study of the Right to Read Special Emphasis Project, which was undertaken to determine if intensive programs of reading instruction introduced at an early age could change patterns of reading achievement in schools where large numbers of students read one or more grades below level. This report contains (1) a description of the standardized test used in the study, the Stanford Diagnostic Reading Test: (2) samples of Special Project site correspondence and data collection instructions and requirements provided to the seven project sites: and (3) a collection of questionnaires, observation forms, and interview guides, and other study instruments employed in the collection of study data. (FL)

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Evaluation of the Right to Read Special Emphasis Project

FINAL REPORT

VOLUME II

July 1980

MANAGEMENT SYSTEMS DIVISION
GENERAL
RESEARCH
CORPORATION
A SUBSIDIARY OF FLOW GENERAL INC.
7655 Old Springhouse Road, McLean, Virginia 22102

Submitted To:

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Contract No. 300-78-0067

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SECTION 1

INTRODUCTION

This companion volume to the Evaluation of the Right to Read Special Emphasis Project contains the materials listed below.

- A description of the standardized test used in the study, The Stanford Diagnostic Reading Test (Section 2).
- Samples of data collection instructions and requirements provided to the project sites, Special Emphasis Project Site Correspondence (Section 3).
- A collection of questionnaires, observation form, and interview guides employed in the collection of study data, Study Instrumentation (Section 4).

These materials are provided to present background information and enhance the content of Volume I of the Special Emphasis Project evaluation report.

SECTION 2

THE STANFORD DIAGNOSTIC READING TEST

The Stanford Diagnostic Reading Test (SDRT) used in this study was selected by Applied Management Sciences, Inc., the contractor for the first year of this study. The SDRT is a standardized diagnostic test series consisting of three tests:

- A "Red" level test for students in grades 1 and 2.
- A "Green" level test for students in grades 3 and 4.
- A "Brown" level test for students in grades 5 and 6.

Each level of this test series contains five parts designated to provide diagnostic information on:

	Grades 1-2	Grades 3-4	Grades 5-6
Auditory Vocabulary	X	X	X
Auditory Discrimination	X	X	
Phonetic Analysis	X	X	X
Word Reading	X		
Reading Comprehension	X	X	X
Structural Analysis		X	X
Reading Rate			X

(The content of each of the three tests in the SDRT series is summarized in Tables 2.1 through 2.3.)

The SDRT test series was chosen for this study for these reasons:

- It permits evaluation of individual and group strengths and weaknesses on specific skills and thus supports the Congressional requirement for a Special Emphasis Program that provides for a diagnostic approach to reading.

TABLE 2.1

STRUCTURE AND CONTENT OF THE RED LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary		
Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the primary grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (14 items) Mathematics and Science (10 items) Social Studies and the Arts (12 items)
TEST 2: Auditory Discrimination		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will hear similarities and differences among initial and final consonant sounds represented by single consonant letters, consonant clusters, and digraphs.	Consonant Sounds Represented by Single Consonant Letters (8 items) Consonant Sounds Represented by Consonant Clusters (8 items) Consonant Sounds Represented by Digraphs (8 items)
Vowel Sounds	The pupil will hear similarities and differences among short vowel sounds, long vowel sounds, diphthong vowel sounds, and vowel sounds controlled by certain consonant letters.	Short Vowel Sounds (4 items) Long Vowel Sounds (8 items) Other Vowel Sounds (4 items)
TEST 3: Phonetic Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will relate beginning and ending consonant sounds represented by a single consonant letter, consonant clusters, and digraphs to their most common spellings.	Consonant Sounds Represented by Single Consonant Letters (8 items) Consonant Sounds Represented by Consonant Clusters (8 items) Consonant Sounds Represented by Digraphs (8 items)
Vowel Sounds	The pupil will relate short and long vowel sounds to their most common spellings.	Short Vowel Sounds (8 items) Long Vowel Sounds (8 items)
TEST 4: Word Reading		
Subtest	Subtest Objective	
Word Reading	The pupil will identify words encountered in reading materials for the primary grades.	
TEST 5: Reading Comprehension		
Skill Domain	Skill Domain Objective	Item Cluster
Sentence Reading	The pupil will comprehend kernel sentences and sentence transformations of various patterns.	Kernel Sentences (16 items) Sentence Transformations (16 items)
Paragraph Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	

TABLE 2.2

STRUCTURE AND CONTENT OF THE GREEN LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary

Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the elementary grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (16 items) Mathematics and Science (12 items) Social Studies and the Arts (12 items)

TEST 2: Auditory Discrimination

Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will discriminate among consonant sounds represented by single consonant letters, consonant clusters, and digraphs.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will discriminate among short vowel sounds, long vowel sounds, diphthong vowel sounds, and vowel sounds controlled by certain consonant letters.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)

TEST 3: Phonetic Analysis

Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will recognize the same consonant sounds represented by the same spelling or two different spellings.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will recognize the same vowel sounds represented by the same spelling or two different spellings.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)

TEST 4: Structural Analysis

Skill Domain	Skill Domain Objective	Item Cluster
Word Division	The pupil will divide two-syllable words according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (12 items) Syllables (12 items)
Blending	The pupil will blend into two-syllable words words that have been divided according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (12 items) Syllables (12 items)

TEST 5: Reading Comprehension

Comprehension Category	Comprehension Category Objective	
Literal Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	
Inferential Comprehension	The pupil will draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings in short reading passages.	

TABLE 2.3

STRUCTURE AND CONTENT OF THE BROWN LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary

Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the intermediate grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (16 items) Mathematics and Science (12 items) Social Studies and the Arts (12 items)

TEST 2: Reading Comprehension

Comprehension Category	Comprehension Category Objective	
Literal Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	
Inferential Comprehension	The pupil will draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings in short reading passages.	

TEST 3: Phonetic Analysis

Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will recognize the same consonant sounds represented by the same spelling or two different spellings.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will recognize the same vowel sounds represented by the same spelling or two different spellings.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)

TEST 4: Structural Analysis

Skill Domain	Skill Domain Objective	Item Cluster
Word Division	The pupil will divide three-syllable words according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (18 items) Syllables (24 items)
Blending	The pupil will blend into three-syllable words words that have been divided according to structural analysis rules pertaining to affixes and open and closed syllables.	Affixes (10 items) Syllables (20 items)

TEST 5: Reading Rate

Subtest	Subtest Objective	
Reading Rate	The pupil will read relatively easy material with speed and comprehension.	

- It facilitates the tracking of student progress on specific skills through all the elementary grades. According to the SDRT manual, levels are interlocking, thus yielding skill scores which are comparable across grades.
- It was a relatively new test at the time the study was begun and, therefore, it was unlikely that teacher familiarity with the test would allow "teaching to the test."

The first year study data analysis plan was developed in response to an inferred program emphasis on diagnosis and prescriptive instruction. The diagnostic features of this test served as a basis for the impact evaluation component of this study. For this purpose, the choice of the SDRT as the Special Emphasis Project impact evaluation instrument may have been considered appropriate.

However, the evaluation of the overall impact of the Special Emphasis Project required the compilation and analysis of achievement scores. The choice of the SDRT for use as the study instrument in an evaluation project--particularly a longitudinal study--requiring the analysis of student achievement is, as the data analysis in this study has shown, highly questionable. The problems represented by the choice of the SDRT as the evaluation instrument used in this study are examined in Section 3 and Appendix G, Volume I.

SECTION 3

SPECIAL EMPHASIS PROJECT SITE CORRESPONDENCE

GENERAL
RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

April 25, 1978

Dear Project Director,

It is time, once again, to test children participating in the Title VII-National Reading Improvement Program Special Emphasis Project and to interview the staffs of the experimental and control schools. To assist in this round of data collection, a team of evaluators will be coming to your district shortly.

While the evaluators are at your site they will want to monitor the standardized testing and administer the staff questionnaires. The standardized tests have been sent to you via United Parcel Service. Parent and student questionnaires will be sent to the sites this week. The interviewers will bring the rest of the questionnaires with them. In order for you to prepare for this visit, please make arrangements for coding the test booklets (or answer sheets) and the questionnaires.

The following instructions should be followed completely for filling in the student I.D. number under "Other Information" in the student test booklet or answer sheet.

NOTE: DO NOT ENCODE THE STUDENT'S NAME

1. All student I.D. numbers will have the site number in column 1. Use the same numbers as you used last year.

   2 = Louisiana
   3 = Michigan
   4 = Ohio
   6 = Tennessee
   7 = Texas
   8 = West Virginia
   9 = California

2. Fill in column two with

   1 = Experimental
   2 = Control

3. Fill in the child's grade for this school year in column three.

4. Fill in the teacher number in columns 4 and 5. Use the same teacher numbers as last year. Assign new teachers a number that was not used last year.

5. Use column six to indicate students with learning problems.

   - For children who have learning problems use "1" in column 6.

- For all other children use a "0".

6. Use column 7-10 for the student number. Use the student numbers assigned last year. For new students, assign numbers that were not used last year.

In addition, coding requirements for the questionnaires are described in Attachment A, Matrix of Questionnaire Coding Requirements.

All tests and questionnaires should be mailed United Parcel Service at our expense to me at General Research Corporation. Please see that these items are returned as quickly as possible -- and before the summer break begins.

Thank you for your cooperation in this round of data gathering.

Sincerely,

PHILIP J. SILVERS
Associate Director
Human Resources Policy

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
McLEAN, VIRGINIA 22101
(703) 893-5900

28 April 1978

Dear Project Director,

It was a pleasure meeting with you in Washington on April 25. I feel that we had a good exchange on many topics which will make the upcoming data collection effort mutually easier for both the Special Emphasis project personnel and GRC.

Based on our discussions, GRC will make the following additions/adjustments to my letter to you of April 25 regarding coding of the instruments:

1. Codes for Special Conditions, Position Number 6:

0 = no special conditions
1 = learning problems, i.e., officially identified learning disabilities
2 = "shuttle" student, i.e., one who has moved between the experimental and control schools
3 = learning problems + shuttle student
4 = Title I student only
5 = Title I + learning problems
6 = Title I + shuttle student
7 = Title I + shuttle + learning problems
8 = --
9 = -- (formerly used for shuttle only)

2. With regard to students for whom English is a second language (ESL), follow these guidelines in coding:

- If the classroom teacher considers the language problem a genuine learning problem (e.g., a student who is virtually monolingual in another language), code position 6 within "1" for learning problems; otherwise not.
- Sites with ESL students (e.g., Texas and Ohio), provide the GRC team leader with a list of the ESL student ID's, indicating (a) those virtually monolingual, (b) bilingual students.

3. With regard to student ID codes on the attitudinal questionnaires, we will follow these rules:

- PARENT QUESTIONNAIRE. No student ID's will be used on the parent questionnaire. After the questionnaires are returned, code only site, experimental/control, grade, teacher and use slot 6 for 1 = girl, 2 = boy. Teachers may suggest that parents tape or staple shut the questionnaire before returning it to the school.

- STUDENT QUESTIONNAIRES. Grade 3 and grades 4-6. Pre- or post-code the questionnaires by site, experimental/control, grade, teacher, special conditions (position 6) and 4-digit student ID's. The child's name should be removed from the questionnaire after coding is completed.

4. Information regarding mobile or migrant children will be obtained on the Student Information Checklist.

Attachment A, Matrix of Questionnaire Coding Requirements, contains a summary of the revised coding requirements. Again, let me emphasize that the coding process is critical for the success of the evaluation. We must do all we can to eliminate coding errors and omissions during this round of data collection. In previous rounds, only 60-70 percent of the test scores were "matchable" over three rounds of testing.

During our onsite visit, we will meet with site personnel responsible for coding to check quality control procedures, to resolve gaps or conflicts from previous rounds and to identify Title I students from last year.

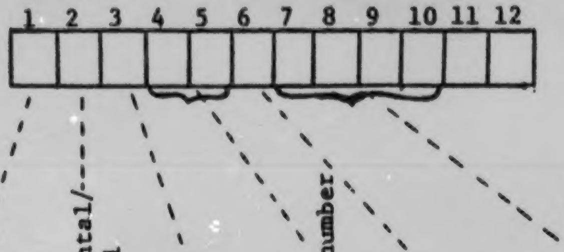
If you have any questions regarding these instructions, please call me at GRC. Otherwise, Mr. Greg Fedan of Americas Corporation or I will be available during the site visit to resolve any difficulties which may arise.

We look forward to working with you in the coming months.

Sincerely,

PHILIP J. SILVERS
Associate Director
Human Resources Policy

cy: Mr. Edward Rattner
Ms. Helen O'Leary
Mr. Robert Watt



Coding Positions:

Questionnaires	Site	Experimental/ Control	Grade	Teacher number	Other	Student number
Project Director	X					
Experimental Principal	X	X				
Control Principal	X	X				
Experimental Classroom Teacher	X	X	X	X		
Control Classroom Teacher	X	X	X	X		
Reading Specialist	X	X				
Librarian	X	X				
Students 4-6	X	X	X	X	X	X
Students 3	X	X	X	X	X	X
Parents	X	X	X	X	X*	
Teaching Practices	X	X	X	X		
Student Information Checklist	X	X	X	X	X	X

---

* 1= girl child; 2= boy child

Attachment A: Matrix of Questionnaire Coding Requirements

(Revised 4-28-78)

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

26 March 1979

TN 38112

Dear

This letter is to confirm our Special Emphasis Project Evaluation visit scheduled for 2-4 May. Paula Keyes and Lillie Wharton will visit your project site.

While onsite the evaluation team will conduct the following activities:

- Monitor the administration of the SDRT at both the experimental and control schools.
- Conduct brief conference/interviews with the project director and the respective principals.
- Observe reading instruction in each classroom, grades 1 through 6, and interview reading specialists and teachers. Observation periods will last approximately 20 minutes and interviews, to be arranged at the teacher's convenience, will require approximately 10 minutes.
- Administer staff questionnaires. These are self-report instruments which require approximately 20 minutes to complete. To verify the information reported on the questionnaires and GRC's interpretation of same, GRC is requesting that a teacher selected from each grade (1-6) meet with a member of the evaluation team to complete the questionnaire in interview format. It is suggested that these interviews be conducted with pairs of teachers, (first and second grade teachers, third and fourth, etc.).
- Review results of the coding error resolution and check coding procedures for this round of testing.

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An Equal Opportunity Employer M/F

To help you prepare for the testing, we are providing two sets of instructions--one (white) for the project directors and principals, and one (yellow) for the classroom teachers of reading/language arts. A sufficient number of copies for the teaching staff at the experimental and control schools, plus an extra copy of the principals' instructions for the lead reading specialist or administrative coordinator are enclosed. A matrix of instrument coding is also enclosed to serve as a reference for site personnel responsible for coding.

As you know, the administration of the SDRT is the most critical part of the Special Emphasis evaluation. It is therefore crucial that all Special Emphasis sites observe the utmost consistency in the administration of the SDRT. The enclosed instructions, along with the SDRT Manual, if they are closely followed, should provide the degree of consistency required.

Please let me emphasize two points regarding the testing:

1. First grade students will be tested on the entire SDRT this testing period.

2. No Special Emphasis testing in either the experimental or control schools should begin until GRC/Americas staff are onsite.

If you have any questions regarding the upcoming visits, please do not hesitate to call me or Phil Silvers collect at (703) 893-5900. Thank you for your continuing cooperation and support.

Sincerely,

GENERAL RESEARCH CORPORATION

Paula J. Keyes

PAULA J. KEYES
Project Manager
Special Emphasis Project

Enclosures (3)

cc: Experimental School Principal
Control School Principal

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INSTRUCTIONS FOR ADMINISTRATION OF SDRT
FALL 1979
PROJECT DIRECTORS AND PRINCIPALS OF EXPERIMENTAL AND CONTROL SCHOOLS

1. Announce and schedule the testing as far in advance as possible so that teachers and students may be prepared and schedule conflicts avoided. Two calendar weeks would seem to be a minimum notice. First grade students will not be tested in the fall.

2. Provide classroom teachers with the SDRT Manual for Administering and Interpreting at least three days in advance of the testing so that teachers may become familiar with the instructions.

3. Make provisions for tracking and testing students who graduated from your schools this spring.

4. Confer with classroom teachers regarding out-of-level testing of students who are unable to "function" at the level recommended for their age group (i.e., grade 2 = red level; grades 3 and 4 = green level and grades 5 and 6 = brown level. This task may be delegated to a reading specialist or other responsible person. The manual recommends out-of-level testing for those students who are unable to answer correctly 6 out of the first twelve practice questions for the green level. Similarly, if a child is unable to answer correctly 12 out of 20 on the red level, it may be an indication that the child not be tested. Because only a limited number of extra test booklets have been supplied, it may not be feasible to use the practice test in the booklets as the screening device—unless perhaps photocopies of the practice test are used for students whose abilities are not well known to the teacher.

Recommendations for "downshifting" students from one level to another (e.g., green to red) should come from the classroom teachers in consultation with the principal or reading specialist. The decision to downshift should be based on the child's ability to comprehend and respond to the easiest questions in each subtest. Thus the recommended cut-off point on the practice test is a good indicator of the child's ability.

Decisions to downshift should not be arbitrary and should not be made merely to help a child to "do better" on the test. Because of the wide range of reliability of each test, Grade 3 students, for example, who simply test poorly will generally score equally as well on the green level as on the red. The downshifting process, then, should be restricted to those students who absolutely cannot "function" at the level assigned to their grade.

(over)

5. Make provisions for out-of-level testing and testing of absentees who must "make up" portions of the test. This task may be assigned to the Special Emphasis reading specialist or, in the control school, it might be more properly assigned to a local school reading specialist, counselor, etc. Local situations and personnel resources will vary, but, if possible, the test administrator should be a familiar person to the children.

6. Normal precautions should be taken to maintain security of the tests. While "cribbing" is not anticipated, local provisions for safeguarding the tests between testing sessions will emphasize for the administering teachers the seriousness of the testing process.

7. In both experimental and control schools the Special Emphasis reading specialists are to supervise the SDRT testing. In this regard, they shall provide any necessary preliminary instructions to the principal and staff; act as resources persons during the testing to answer teachers' questions; monitor the testing process, preferably without being inside the classroom while testing is going on; and insure that provisions for identifying and ID coding of students are maintained.

8. Test administration procedures, as prescribed in the SDRT Manual, are to be followed fully (e.g., length of test session, breaks, instructions to the students).

9. Coding procedures for the SDRT will be the same as last spring, namely, use the ten digit ID numbers as follows:

1. Site number
2. Experimental (1) or Control (2) school
3. Grade (Fall 1979)
4 & 5. Teacher code number (Note: Assign each student the same teacher number used in spring 1979. In departmentalized grades, use teacher code for reading/language arts teacher rather than homeroom teacher.)
6. Special conditions

0 = no special conditions
1 = learning problems, officially identified
2 = "shuttle" student
3 = learning problems and shuttle student
4 = Title I student
5 = Title I + learning problems
6 = Title I + shuttle student
7 = Title I + shuttle + learning problems
8 =
9 = "wash out," student did not take a valid test
7 - 10 = student ID number. Use the student numbers assigned last year. For new students, assign numbers that were not used last year.

INSTRUCTIONS FOR ADMINISTERING SDRT
Fall, 1979
Classroom Teachers

As you know, students in your class are participating in a reading experiment designed to deepen insights regarding more effective approaches to reading instruction. Because this is a large evaluation, involving many children in seven cities nationwide, it is imperative that uniform procedures be used in testing the participating children with the Stanford Diagnostic Reading Test (SDRT). These instructions are designed to help you insure that the experimental testing is fully effective in your community.

THE CLASSROOM TEACHER AS TEST ADMINISTRATOR

The SDRT has been normed with the classroom teacher as test administrator. It is for this reason, that we are compelled to have the classroom teacher as the test administrator during this experiment. Additionally, some classroom teachers have observed that their students sometimes find it difficult to adjust to an unfamiliar test administrator. The classroom teacher as administrator will assure that each child will have the best opportunity to perform to his or her capabilities.

RESPONSIBILITIES PRIOR TO TESTING

Prior to the administration of the SDRT, each classroom teacher will:

- Read the pertinent pages from the Manual for Administering and Interpreting the SDRT, and practice reading the oral instructions for the appropriate version (Form A or B). You will be using the MRC machine scorable booklets.

- After inspecting the practice test and the test booklet assigned to your grade level, confer with the principal and/or reading specialist regarding any students which you know are incapable of being tested at that level. First graders will not be tested in the fall.

- Confer with the principal, or reading specialist, regarding provisions for testing students who are either being tested out-of-level or for absentees who will be tested at a later date.

- Obtain the appropriate number of reading tests for your class and follow the procedures in your school for maintaining security for the tests over the several days of testing.

TESTING PROCEDURES

- Follow the instructions in the Manual regarding instructions to students, time of testing periods, breaks, etc. Remember, uniformity of administration of the SDRT is critical to this study.

- With respect to any assistance to the students during the testing periods, it is important that the teacher limit comments to those times allowed for in the prepared instructions (e.g., "Does everyone understand what to do?"). Any special assistance beyond that called for in the Manual, will create a bias in the test results which may be evident in the scoring and analysis process and may necessitate exclusion from the analysis data.

- For those students you determine have not taken a "valid" test, please note this fact and the reason on the cover of the test booklet. Reasons may be that the child was emotionally upset that day, had refused to be tested, or was simply making random marks on the paper without reading the test items.

UPON COMPLETION OF THE TESTING

- Check each booklet to be certain that students' names and/or other identifiers are recorded. Do not encode the students name on the back of the test booklet.

- Return all testing materials to the persons responsible for coordinating the testing in your school.

Thank you for your cooperation. Test results for individual students will be available to you within approximately four months.

SAMPLE

THE PSYCHOLOGICAL CORPORATION

CLASS IDENTIFICATION SHEET

DOCUMENT NO. 1901

Fill out this sheet as follows:

1. Complete the Information Box below:

INFORMATION BOX

Teacher ~~Name~~ Number Twelve

Building Name Watt

School System Shelby County

Grade (circle one) K 1 2 3 [✓ 4] 5 6 7 8 9 10 11 12

Number of Answer Forms in this Class Pack 24

(Over for instructions)

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	● E	E	E	● E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	● L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
● T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	● V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	● W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

TEACHER'S ~~NAME~~ GRID NUMBER

22

T	W	E	L	V	E													

NUMBER OF ANSWER FORMS IN THIS CLASS

● 0	0	0
1	1	1
2	● 2	2
3	3	3
4	4	● 4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
0	2	4

3-13

22 23 24 25 26

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

20 August 1979

MEMORANDUM

TO: Special Emphasis Project Directors

FROM: Paula Keyes, General Research Corporation

SUBJECT: Tracking/Testing Former SEP Students

To maintain a high number of experimental and comparison student SDRT observations, the Special Emphasis evaluation requires the tracking and testing of former students. Tracking will be directed at the 1979 graduates of your experimental and control schools. These students should be traced to the upper school which they are now attending. Upon identifying their current school placement, arrangements for their testing should be made which will include:

- protocol contacts with administrators and teachers
- providing background information on the study
- identifying suitable times and places for testing

Please contact GRC should you have any questions or problems with making provisions for testing former students.

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An Equal Opportunity Employer M/F

GENERAL
RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

TO: SEP Project Directors

DATE: August 31, 1979

FROM: Paula J. Keyes PJK.

SUBJECT: Packaging and Shipping Completed SDRTs

Thank you for your cooperation in the return of SDRTs following the spring testing. Your adherence to the packing instructions sent in the spring expedited GRC's tasks of counting, editing, and preparing the tests for scoring by Psychological Corporation. Because this proved to be an efficient way to package and process tests, I have outlined these procedures for you to refer to when packing and shipping the tests this fall.

I. Packaging

A. Class Identification Sheets:

1. Assemble the answer forms into class packs (all forms in each pack will have the same teacher number).
2. Fill out a Class Identification Sheet (printed brown) for each class pack and place it on top of the corresponding answer forms. Be sure to code the teacher's number rather than name--see sample enclosed. NOTE: A single class pack must not contain answer forms of differing levels, forms or grades.

B. Grade Identification Sheets:

1. Assemble the class packs into grade packs separately for each grade in each school.
2. Fill out a Grade Identification Sheet (printed red) being careful to indicate the appropriate grade, form and level for each grade pack, and place it on top of the corresponding answer forms--see sample enclosed. NOTE: The answer forms following a given Grade Identification Sheet must be all of the same grade, form and level.

C. Building Identification Sheets:

1. Assemble the grade packs into building or school packs with the lowest grade on top.
2. Fill out a single Building Identification Sheet (printed green) and place it on top of the assembled grade packs--see sample enclosed.

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D. Boxing:

1. Place the assembled answer forms into cartons being careful to maintain the proper sequence.
2. Number the cartons in sequence also indicating the total number of cartons. Thus, the first carton in a shipment of five would be marked 1/5.
3. Mark each carton "FIRST CLASS MAIL."

II. Mailing

A. All completed test forms are to be sent to GRC three weeks from the date of our site visit (or sooner).

B. Notify GRC when your shipment is mailed. Call (703) 893-5900 ext. 272 collect; leave the following information, the date the tests are mailed and the number of cartons in the shipment.

C. Send the cartons FIRST CLASS-REGISTERED MAIL to GRC. The pre-addressed prepaid mailing labels enclosed will cover shipping costs.

NOTE: There is a time limitation for the return of completed tests —three weeks. Each carton of completed tests is to be sent Registered Mail.

QUESTIONS?
NEED ADDITIONAL LABELS? } Call (703) 893-5900 ext. 272 collect.

Enclosures:
Sample Identification Sheets (3)
Mailing labels

26

3-17

SAMPLE

THE PSYCHOLOGICAL CORPORATION

CLASS IDENTIFICATION SHEET

DOCUMENT NO. 1901

Fill out this sheet as follows:

1. Complete the Information Box below:

X

INFORMATION BOX

Teacher ~~Name~~ Number Twelve

Building Name Watt

School System Shelby County

Grade (circle one) K 1 2 3 [✓ 4] 5 6 7 8 9 10 11 12

Number of Answer Forms in this Class Pack 24

(Over for instructions)

X

NUMBER OF ANSWER FORMS IN THIS CLASS

●	0	○	0	○
○	1	○	1	○
○	2	●	2	○
○	3	○	3	○
○	4	○	4	●
○	5	○	5	○
○	6	○	6	○
○	7	○	7	○
○	8	○	8	○
○	9	○	9	○

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	● E	E	E	● E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	● L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
● T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	● V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	● W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

K

TEACHER'S ~~NAME~~ GRID NUMBER

GRADE	FORM	LEVEL
K ○		
1 ○	A ○	● Primary (Primer) (Red)
2 ●	B ●	○ Primary I (Level I) (Green)
3 ○	C ○	○ Primary II (Level II) (Brown)
4 ○	D ○	○ Primary III (Level III) (Blue)
5 ○	E ○	○ Elementary
6 ○	F ○	○ Intermediate
7 ○	G ○	○ Intermediate I
8 ○	H ○	○ Intermediate II
9 ○	I ○	○ Advanced
10 ○	J ○	○ Advanced I
11 ○	K ○	○ Advanced II
12 ○	L ○	○ High School
13 ○	M ○	○ Other
14 ○	N ○	
15 ○	O ○	
16 ○	P ○	
	Q ○	
	R ○	
	S ○	
	T ○	
	U ○	
	V ○	
	W ○	
	X ○	
	Y ○	
	Z ○	

NUMBER OF ANSWER FORMS IN THIS GRADE				FOR MRC USE ONLY
● 0	● 0	○ 0	○ 0	○ NO
○ 1	○ 1	○ 1	○ 1	
○ 2	○ 2	○ 2	○ 2	
○ 3	○ 3	○ 3	○ 3	
○ 4	○ 4	○ 4	○ 4	
○ 5	○ 5	● 5	● 5	FIELDS USED
○ 6	○ 6	○ 6	○ 6	
○ 7	○ 7	○ 7	○ 7	
○ 8	○ 8	○ 8	○ 8	
○ 9	○ 9	○ 9	○ 9	○ YES

CH or DIAG

THE PSYCHOLOGICAL CORPORATION

GRADE IDENTIFICATION SHEET

[redacted]

The purpose of the Grade ID Sheet is to provide the proper grade, form and level designations to control the scoring and reporting process. One of these sheets, properly completed, must precede the answer forms for each different grade - form - level combination. Read the separate "Instructions for Organizing, Packaging and Sending MRC Answer Forms" before beginning to organize the answer forms.

SAMPLE

Fill out this sheet as follows:

1. For the Metropolitan, Stanford, or other achievement or diagnostic tests, fill out the section [illegible] the left. For the Otis-Lennon Mental Ability Test (OLMAT) or Analysis of Learning Potential (ALP), fill out the section at the right. For combined answer forms (for example MAT-OLMAT), fill out both the section at the left and the section at the right. [illegible] either one or both sections indicate:
   a. the grade. Mark one oval.
   b. the form of the [illegible] used [illegible] this grade. Mark one oval.
   c. [illegible] level used in this grade. The various tests and test batteries use a number of different level names. Mark the one oval that corresponds exactly with the level name that appears on the test booklets, regardless of its position in the list.

2. In the boxes below the section to the left, enter the NUMBER OF ANSWER FORMS IN THIS GRADE, and blacken the corresponding oval in each column. For example, 84 answer forms would be marked as 0084.

3. Complete the Information Box below.

INFORMATION BOX

Building Name John Glenn

School System Oakland

Left Section: Grade 2 Form B Level 1

Right Section: Grade _____ Form _____ Level _____

GRADE	FORM
K ○	
1 ○	A ○
2 ○	B ○
3 ○	C ○
4 ○	D ○
5 ○	E ○
6 ○	F ○
7 ○	G ○
8 ○	H ○
9 ○	I ○
10 ○	J ○
11 ○	K ○
12 ○	L ○
13 ○	M ○
14 ○	N ○
15 ○	O ○
16 ○	P ○
	Q ○
	R ○
	S ○
	T ○
	U ○
	V ○
	W ○
	X ○
	Y ○
	Z ○

LEVEL
- ○ Primary I
- ○ Primary II
- ○ Elementary
- ○ Elementary I
- ○ Elementary II
- ○ Intermediate
- ○ Advanced
- ○ Advanced I
- ○ Advanced II
- ○ Other

OLMAT or ALP

SAMPLE

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	● B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	● E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	● I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
● L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	● R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	● T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	● Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

BUILDING NAME GRID

3-19

THE PSYCHOLOGICAL CORPORATION

BUILDING IDENTIFICATION SHEET

DOCUMENT NO. 1573

Fill out this sheet as follows:

1. Complete the Information Box below:

INFORMATION BOX

X

Building Name Liberty

School System Wyoming County

Date of Testing 9 11 79

Month Day Year

(Over for Instructions)

BUILDING NUMBER FOR MRC USE

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

All sites are to use this date: Sept. 11, 1979

GENERAL
RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
McLEAN, VIRGINIA 22101
(703) 893-59

August , 1978

Dear

General Research Corporation has mailed the results from the Stanford Diagnostic Reading Test (SDRT) to the respective schools participating in the Special Emphasis evaluation. It is our intention that these pupil diagnostic placement reports be made available to classroom teachers and reading specialists in return for their cooperation during the previous rounds of testing.

These mailings include results from fall 1978, spring 1977, fall 1977, and spring 1978. As you know, the initial three rounds of testing were under the auspices of the previous evaluation contractor and are, therefore, beyond our control. If you have any questions or concerns about the spring 1978 data, however, please contact Ms. Paula Keyes of our staff immediately.

Because of the nature of the Special Emphasis evaluation, we trust that this information will be used solely for internal purposes. The SDRT Instructional Placement Report provides the raw scores, national stanine and grade equivalents for each student. Based on this information, the scoring company has grouped pupils according to their instructional needs. Please refer to the jacket and reverse side of the report for further explanation and information.

We hope these reports will prove useful to teachers and administrators at experimental and control schools.

Sincerely,

PHILIP J. SILVERS
Associate Director
Human Resources Policy

AN EQUAL OPPORTUNITY EMPLOYER M/F

SECTION 4

STUDY INSTRUMENTATION

☐	☐	☐	☐	☐	0	1

PROJECT DIRECTOR QUESTIONNAIRE

SPECIAL EMPHASIS PROJECT SPECIFICS

FOR OFFICE USE ONLY

8-9="01"

1. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

> "Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

How many "Reading Specialists" are employed by the Special Emphasis Project?

10-11 ☐☐

2. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

> "Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

How many "Reading Teachers" are employed by the Special Emphasis Project?

12-13 ☐☐

3. How many teacher aides or paraprofessionals are employed by the Project?

14-15 ☐☐ (If no aides are employed, skip to question 6).

4. What is the role of these aides in the Special Emphasis Project? (Check one box per area).

		Primary Role (1)	Secondary Role (2)	Not a Role (3)
16	Providing small group instruction in specific skill development	☐	☐	☐
17	Providing diagnostic/prescriptive activities	☐	☐	☐
18	Providing remedial reinforcement activities	☐	☐	☐
19	Tutoring students in other content areas	☐	☐	☐
20	Designing motivational activities for children	☐	☐	☐
21	Developing materials	☐	☐	☐
22	Maintaining a recordkeeping system	☐	☐	☐
23	Providing publicity about innovations in the reading program	☐	☐	☐
24	Other; specify ______________	☐	☐	☐

5. Who supervises and/or plans the activities of the aides who assist in the Special Emphasis Program on a daily basis? (Check all which apply).

25 (1) ☐ The individual classroom teacher
26 (2) ☐ The reading specialist/teacher
27 (3) ☐ The principal
28 (4) ☐ District reading personnel
29 (5) ☐ The project director
30 (6) ☐ Other; specify ______________________

6. How many volunteers are used in implementing the reading program?

31-32 ☐☐ If no volunteers are used, skip to question 8.

7. What is the role of these volunteers in the instructional program? (Check one box per role).

		Primary Function (1)	Secondary Function (2)	Not Assigned to Volunteers (3)
33	Role: Providing small group instruction in specific skill development	☐	☐	☐
34	Providing diagnostic/prescriptive activities	☐	☐	☐
35	Providing remedial reinforcement activities	☐	☐	☐
36	Tutoring students in other content areas	☐	☐	☐
37	Designing motivational activities for children	☐	☐	☐
38	Developing materials	☐	☐	☐
39	Maintaining a recordkeeping system	☐	☐	☐
40	Providing publicity about innovations in the reading program	☐	☐	☐
41	Other; specify ______________	☐	☐	☐

8.a. How many hours of reading instruction per week will be offered to students in the summer reading program at the experimental school?

42-43 ☐☐ hours per week

44-45 b. How many weeks will the summer program run? ☐☐ weeks

46-49 c. How many students will be served? ☐☐☐☐ students

9.a. Will there be a summer reading program in the control school?

(1) ☐ Yes

50 (2) ☐ No (skip to 10)

b. How many hours of reading instruction per week will be offered?

51-52 ☐☐ hours

53-54 c. How many weeks will the summer program run? ☐☐ weeks

55-58 d. How many students will be served? ______________ students

4

10. How many of the following staff members will implement the summer program?

		Experimental School	Control School
59-60 61-62	Special Emphasis Project reading specialists/reading teachers	☐☐	☐☐
63-64 65-66	Reading specialist/teachers (Title I, ESAA, etc.)	☐☐	☐☐
67-68 69-70	Classroom teachers	☐☐	☐☐
71-72 73-74	Teacher aides	☐☐	☐☐
75-76 77-78	Volunteers	☐☐	☐☐

8-9="02" 11.a. How many times in the past year have you or Special Emphasis staff met with the staff at the participating schools to explain or discuss the Special Emphasis Project?

10-11
12-13 ☐☐ Experimental School ☐☐ Control School

b. How many times in the past year have you or your staff met with the PTA to explain or discuss the Special Emphasis Project?

14-15
16-17 ☐☐ Experimental School ☐☐ Control School

c. How many times in the past year have you or your staff met with the School Board in your district to explain or discuss the Special Emphasis Project?

18-19 ☐☐

12. How many more years do you expect Special Emphasis or a similar project to continue in your school district? (Check only one).

20
(1) ☐ This will be the last year
(2) ☐ At least one more year
(3) ☐ Two or three more years
(4) ☐ Indefinitely

37

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: ______________________________

____

____

____

____

b. Target population: (Check all that apply)

21 (1) ☐ All students
22 (2) ☐ All students in grades 1-2
23 (3) ☐ All students in grades 3-6
24 (4) ☐ Students reading below a specified grade level
25 (5) ☐ Students with a specific skill deficiency
26 (6) ☐ Teachers
27 (7) ☐ Parents
28 (8) ☐ Administrators
29 (9) ☐ Other; specify ______________________________

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

30 (1) ☐ Standardized test
31 (2) ☐ Criterion referenced test
32 (3) ☐ Attitude assessment instrument
33 (4) ☐ Teacher observation instrument
34 (5) ☐ Other; specify ______________________________

d. Status of objective: (Check only one)

35 (1) ☐ Objective completed on time
(2) ☐ Objective not completed; timeline has been revised
(3) ☐ Objective not completed; objective has been deleted from program
(4) ☐ Objective progressing according to timeline

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: ______________________________

b. Target population: (Check all that apply)

36 (1) ☐ All students

37 (2) ☐ All students in grades 1-2

38 (3) ☐ All students in grades 3-6

39 (4) ☐ Students reading below a specified grade level

40 (5) ☐ Students with a specific skill deficiency

41 (6) ☐ Teachers

42 (7) ☐ Parents

43 (8) ☐ Administrators

44 (9) ☐ Other; specify ______________________________

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

45 (1) ☐ Standardized test

46 (2) ☐ Criterion referenced test

47 (3) ☐ Attitude assessment instrument

48 (4) ☐ Teacher observation instrument

49 (5) ☐ Other; specify ______________________________

d. Status of objective: (Check only one)

50 (1) ☐ Objective completed on time

51 (2) ☐ Objective not completed; timeline has been revised

52 (3) ☐ Objective not completed; objective has been deleted from program

53 (4) ☐ Objective progressing according to timeline

PD-5

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: ______________________________

____

____

____

____

____

b. Target population: (Check all that apply)

54 (1) ☐ All students
55 (2) ☐ All students in grades 1-2
56 (3) ☐ All students in grades 3-6
57 (4) ☐ Students reading below a specified grade level
58 (5) ☐ Students with a specific skill deficiency
59 (6) ☐ Teachers
60 (7) ☐ Parents
61 (8) ☐ Administrators
62 (9) ☐ Other; specify ______________________________

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

63 (1) ☐ Standardized test
64 (2) ☐ Criterion referenced test
65 (3) ☐ Attitude assessment instrument
66 (4) ☐ Teacher observation instrument
67 (5) ☐ Other; specify ______________________________

d. Status of objective: (Check only one)

68 (1) ☐ Objective completed on time
69 (2) ☐ Objective not completed; timeline has been revised
70 (3) ☐ Objective not completed; objective has been deleted from program
71 (4) ☐ Objective progressing according to timeline

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: ______________________________

____

____

____

____

____

b. Target population: (Check all that apply)

72 (1) ☐ All students

73 (2) ☐ All students in grades 1-2

74 (3) ☐ All students in grades 3-6

75 (4) ☐ Students reading below a specified grade level

76 (5) ☐ Students with a specific skill deficiency

77 (6) ☐ Teachers

78 (7) ☐ Parents

79 (8) ☐ Administrators

80 (9) ☐ Other; specify ______________________________

8-9="03"

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

10 (1) ☐ Standardized test

11 (2) ☐ Criterion referenced test

12 (3) ☐ Attitude assessment instrument

13 (4) ☐ Teacher observation instrument

14 (5) ☐ Other; specify ______________________________

d. Status of objective: (Check only one)

15 (1) ☐ Objective completed on time

16 (2) ☐ Objective not completed; timeline has been revised

17 (3) ☐ Objective not completed; objective has been deleted from program

18 (4) ☐ Objective progressing according to timeline

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: ______________________________

____

____

____

____

b. Target population: (Check all that apply)

19 (1) ☐ All students
20 (2) ☐ All students in grades 1-2
21 (3) ☐ All students in grades 3-6
22 (4) ☐ Students reading below a specified grade level
23 (5) ☐ Students with a specific skill deficiency
24 (6) ☐ Teachers
25 (7) ☐ Parents
26 (8) ☐ Administrators
27 (9) ☐ Other; specify ______________________________

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

28 (1) ☐ Standardized test
29 (2) ☐ Criterion referenced test
30 (3) ☐ Attitude assessment instrument
31 (4) ☐ Teacher observation instrument
32 (5) ☐ Other; specify ______________________________

d. Status of objective: (Check only one)

33 (1) ☐ Objective completed on time
34 (2) ☐ Objective not completed; timeline has been revised
35 (3) ☐ Objective not completed; objective has been deleted from program
36 (4) ☐ Objective progressing according to timeline

PARTICIPATION OF PRIVATE, NON-PROFIT SCHOOLS

14. Does this Special Emphasis Project include the participation of a private, non-profit school?

37 (1) ☐ Yes

(2) ☐ No, skip to question 17.

15. How many students from private non-profit schools are served by this project?

38-40 ☐☐☐

16. How are private non-profit schools involved in the project? (Check all that apply)

41 ☐ Students receive on-site reading instruction by a reading specialist/teacher

42 ☐ Teachers attend training sessions

43 ☐ Project supplies a reading specialist/teacher for use at the school

44 ☐ Project supplies materials for instruction

45 ☐ Other; specify ______________________________

PERSONAL DATA

17.a. Were you employed by the district before you became Special Emphasis project director?

46 (1) ☐ Yes

(2) ☐ No, skip to question 18.

b. How many years have you been employed by this school district?

47-48 ☐☐

18. Who is your immediate supervisor in your position as Director of the Special Emphasis Project? (Check only one).

(1) ☐ School principal

49 (2) ☐ District assistant superintendent for curriculum instruction

(3) ☐ District supervisor of reading

(4) ☐ Director of federal programs

(5) ☐ Superintendent of schools

(6) ☐ Other; specify ______________________________

19. What other position(s) do you presently hold in the district? (Check all that apply).

50 ☐ Assistant superintendent for curriculum/instruction

51 ☐ Director of federal education programs

52 ☐ School principal

53 ☐ Reading supervisor/director and/or coordinator

54 ☐ None

55 ☐ Other; specify ______________________________

20. What other positions have you held in the district? (Check all that apply).

56 ☐ Assistant superintendent for curriculum/instruction

57 ☐ Director of federal education programs

58 ☐ School principal

59 ☐ Reading supervisor/director and/or coordinator

60 ☐ Reading specialist/teacher

61 ☐ Counselor

62 ☐ Diagnostician

63 ☐ Classroom teacher

64 ☐ None

65 ☐ Other; specify ______________________

21. How many working hours per week do you spend on Special Emphasis Program activities? (Check only one).

(1) ☐ 0

66 (2) ☐ 1-10 hours

(3) ☐ 11-20 hours

(4) ☐ 21-30 hours

(5) ☐ 31-40 hours

(6) ☐ More than 40 hours

22. How many working hours per week do you spend on non-Special Emphasis Program activities? (Check only one).

(1) ☐ 0

67 (2) ☐ 1-10 hours

(3) ☐ 11-20 hours

(4) ☐ 21-30 hours

(5) ☐ 31-40 hours

(6) ☐ More than 40 hours

STAFF DEVELOPMENT

23. Have inservice and/or preservice training programs been provided to the staff at the experimental school by the Special Emphasis Project this year?

68 (1) ☐ Yes

(2) ☐ No, skip to question 31.

24. Who designs inservice and preservice training programs for the project? (Check all that apply).

69 ☐ Project director

70 ☐ District curriculum supervisor

71 ☐ Principal

72 ☐ Reading specialist/teacher

73 ☐ Outside consultant

25. What kind of needs assessment preceded planning of these training sessions? (Check all that apply).

74 ☐ Assessment of teachers' prior educational course work in reading
75 ☐ Observation of teachers
76 ☐ Assessment of student skill deficiencies
77 ☐ Teacher request
78 ☐ None
79 ☐ Other; specify ______________________________

8-9="04"

26. Was the content planned specifically to answer Special Emphasis program needs or was it a pre-planned course on reading instruction? (Check the major one).

10 (1) ☐ Defined by program needs (course content was specifically linked to needs assessment)

(2) ☐ Pre-planned (course content was defined by instructor prior to the beginning of the Special Emphasis Program)

27. To what extent were the following groups provided with inservice training in reading by the Special Emphasis Project this year? (Check one box per group).

		Primary Group (1)	Secondary Group (2)	Not a Group (3)
11	Principal	☐	☐	☐
12	Reading specialists/teachers	☐	☐	☐
13	Classroom teachers	☐	☐	☐
14	Teacher aides	☐	☐	☐
15	Parent volunteers	☐	☐	☐
16	Others; specify ______________ ______________	☐	☐	☐

28. Who conducted the training sessions? (Check all that apply)

17 ☐ Project director
18 ☐ District curriculum specialist
19 ☐ Reading specialist/teacher
20 ☐ Special Emphasis Project staff
21 ☐ Outside consultant/university personnel
22 ☐ Other; specify ______________________________

29. Could teachers who attended the inservice sessions receive academic credit for the course?

23 (1) ☐ Yes, some of the sessions
(2) ☐ Yes, all of the sessions
(3) ☐ No

30. To what extent were the following topics emphasized in the inservice training provided to staff by the Special Emphasis Program? (Check one box per line).

		A Great Deal of Training Provided (1)	Some Training Provided (2)	No Specific Training Provided (3)
24	Curriculum development	☐	☐	☐
25	Mastery of reading program objectives	☐	☐	☐
26	Basic reading skills instruction	☐	☐	☐
27	Implementation of diagnostic/prescriptive approach to teaching	☐	☐	☐
28	Application of reading instruction to content areas	☐	☐	☐
29	Preparation of support materials for reading program	☐	☐	☐
30	Evaluation of student progress toward specific reading objectives	☐	☐	☐
31	Interpretation of student assessment data	☐	☐	☐
32	Selection, utilization and evaluation of reading instruction materials	☐	☐	☐
33	New instructional techniques and/or approaches in reading instruction	☐	☐	☐
34	Interpersonal relations	☐	☐	☐
35	Other; specify ________________	☐	☐	☐

31. Does the school district offer an inservice program for classroom teachers?

36 ☐ Yes
☐ No

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

32. How has the Special Emphasis Project influenced the number of reading instruction methods used in the experimental school? (Check only one).

37 (1) ☐ Expanded the number of methods being used
(2) ☐ Restricted the number of methods being used
(3) ☐ No change

33. In your judgement, what effect has the Special Emphasis Program had on teachers in both the experimental and control schools? (Check one box per school type.)

		Experimental School			Control School		
		Increased (1)	No Effect (2)	Decreased (3)	Increased (1)	No Effect (2)	Decreased (3)
38 39	Time spent on reading instruction or reading activities	☐	☐	☐	☐	☐	☐
40 41	Preparatory time for training teacher aides	☐	☐	☐	☐	☐	☐
42 43	Requests for teacher aides	☐	☐	☐	☐	☐	☐
44 45	Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐	☐	☐	☐
46 47	Interaction with administrators (e.g., increased communication about reading program)	☐	☐	☐	☐	☐	☐

34. In your judgement, what effect has the Special Emphasis Program had on administrators in both the experimental and control schools? (Check one box per school type.)

		Experimental School			Control School		
		Increased (1)	No Effect (2)	Decreased (3)	Increased (1)	No Effect (2)	Decreased (3)
48 49	Time spent on administration of reading programs	☐	☐	☐	☐	☐	☐
50 51	Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐	☐	☐	☐
52 53	Interaction with students (e.g., visiting classrooms)	☐	☐	☐	☐	☐	☐
54 55	Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐	☐	☐	☐

35. During the past school year, what problems have arisen in the participating schools as a result of the Special Emphasis Project? (Check one box per problem.)

		Experimental School			Control School		
		Major Problem (1)	Minor Problem (2)	Not a Problem (3)	Major Problem (1)	Minor Problem (2)	Not a Problem (3)
56 57	Teacher dissatisfaction with Special Emphasis Project objectives	☐	☐	☐	☐	☐	☐
58 59	Conflict between Special Emphasis Project objectives and other district objectives	☐	☐	☐	☐	☐	☐
60 61	Teacher feelings that reading is being emphasized at the expense of other programs	☐	☐	☐	☐	☐	☐
62 63	Conflict between classroom teachers and reading specialists/teachers	☐	☐	☐	☐	☐	☐
64 65	Other; specify ________	☐	☐	☐	☐	☐	☐

36. Please rate the Special Emphasis Project in the experimental school in the following areas: (Check one box per area.)

	AREAS:	Excellent (1)	Satisfactory (2)	Improvement Needed (3)	Nothing Done in This area (4)	I Am Not Familiar With What Has Been Done in This Area (5)
66	Planning the reading program	☐	☐	☐	☐	☐
67	Assessing needs of both program and students	☐	☐	☐	☐	☐
68	Inservice training/workshops	☐	☐	☐	☐	☐
69	Disseminating information, materials	☐	☐	☐	☐	☐
70	Evaluating effectiveness of total school reading program	☐	☐	☐	☐	☐

37. What has been done to encourage/increase parent involvement in this year's Special Emphasis Reading Program?

38. In the space below, please describe both advantages and disadvantages of your school district's participation in the Special Emphasis Project, including any effects on you as project director.

39. What action, if any, has been taken by your school district to adopt any of provisions, goals and/or objectives of the Special Emphasis Program once federal funding ceases?

40. What features, if any, of the Special Emphasis Reading Program will be retained once federal funding ceases (e.g., use of reading specialists/teachers, summer school program, inservice program, use of schoolwide skill mastery recordkeeping system)? Please specify as to whether district-wide or school specific application is planned.

41. How would you change the Special Emphasis Reading Program to make it more effective?

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Principal,

General Research Corporation is currentl[illegible]er contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII – National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As the Experimental School Principal you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only and your responses will be kept confidential. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

A Subsidiary of Flow General Inc.
An Equal Opportunity Employer M/F

☐☐☐☐ 0 2

EXPERIMENTAL SCHOOL PRINCIPAL QUESTIONNAIRE

Clearance No.
Exp. 01-31-80

CHARACTERISTICS OF THE EXPERIMENTAL SCHOOL

FOR OFFICE USE ONLY

1. Current enrollment of the Experimental School.

8-9="01"

10-11-12	Grade 1 ☐☐☐	Grade 4 ☐☐☐	19-20-21
13-14-15	Grade 2 ☐☐☐	Grade 5 ☐☐☐	22-23-24
16-17-18	Grade 3 ☐☐☐	Grade 6 ☐☐☐	25-26-27

2. How many reading teachers/reading specialists are currently assigned to the Experimental School's staff?

28-29 ☐☐

3. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

> "Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Experimental School qualify as "reading specialists"?

30-31 ☐☐

4. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

> "Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Experimental School qualify as "reading teachers?"

32-33 ☐☐

5. How many teacher aides/paraprofessionals in the Experimental School are involved in reading instruction?

34-35 ☐☐

6. On the average, how many parent volunteers are involved in reading instruction each week?

36-37 ☐☐ / per week

7. Rate each of the following characteristics of the Experimental School (Check one box per characteristic)

		Adequate (1)	Somewhat Adequate (2)	Somewhat Inadequate (3)	Inadequate (4)
38	Size of physical plant for pupils	☐	☐	☐	☐
39	Condition of physical plant	☐	☐	☐	☐
40	Number of classroom teachers	☐	☐	☐	☐
41	Number of specialty area teachers (e.g., music teacher, special education teacher, etc.)	☐	☐	☐	☐
42	Number of all other professional personnel (e.g., psychologist, social worker, etc.)	☐	☐	☐	☐
43	Quality of books, periodicals and other printed matierals for instruction	☐	☐	☐	☐
44	Quality of audio-visual materials for instruction	☐	☐	☐	☐

8. Which of the following specialists provide services for your school? (Check all which apply).

45 ☐ Learning disabilities specialist
46 ☐ Librarian
47 ☐ School nurse, school physician
48 ☐ Vision, hearing, or speech specialist
49 ☐ School/district psychologist
50 ☐ School counselor
51 ☐ Outside consultants
52 ☐ Reading specialist
53 ☐ Physical Education
54 ☐ Music/art
55 ☐ Social worker
56 ☐ Other; specify ______________________

9. To what extent did the following groups participate in the planning of this school's reading program? (Check one box per group)

		A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
57	Teachers	☐	☐	☐
58	Principals	☐	☐	☐
59	Parents	☐	☐	☐
60	Reading specialists/ teachers	☐	☐	☐
61	District reading/language arts coordinators	☐	☐	☐
62	Students	☐	☐	☐
63	University personnel	☐	☐	☐
64	Teacher aides/paraprofessionals	☐	☐	☐
65	Special Emphasis project director	☐	☐	☐
66	Other; specify ____________ ____________	☐	☐	☐

10. In planning and implementing the reading program this year, which of the following groups were directly responsible for or contributed to the decisions described?

		Reading Method/Approach Used in a Particular Classroom (1)	Selection of Texts & Materials (2)	Allocation of Time to Reading (3)	Selection of Objectives for Individual Students (4)	Assignment of Teachers to Teach Reading Classes (5)	Preparation of Curriculum Guide (6)	Testing & Evaluation of Reading Program (7)	Allocation of Money to Various Curriculum Areas (8)
67-74	School board	☐	☐	☐	☐	☐	☐	☐	☐
8-9="02" 10-17	Teachers	☐	☐	☐	☐	☐	☐	☐	☐
18-25	Principals	☐	☐	☐	☐	☐	☐	☐	☐
26-33	Parents	☐	☐	☐	☐	☐	☐	☐	☐
34-41	Reading specialist/teachers	☐	☐	☐	☐	☐	☐	☐	☐
42-49	District reading/language arts coordinators	☐	☐	☐	☐	☐	☐	☐	☐
50-57	Students	☐	☐	☐	☐	☐	☐	☐	☐
58-65	University personnel	☐	☐	☐	☐	☐	☐	☐	☐
66-73	Special Emphasis project director	☐	☐	☐	☐	☐	☐	☐	☐
8-9="03" 10-17	Other; specify ____________	☐	☐	☐	☐	☐	☐	☐	☐

11. a. Has the number of groups involved in the planning of the school's reading program expanded over the past year?

18 (1) ☐ Yes

(2) ☐ No

b. If yes, has this change been a result of the Special Emphasis Program?

19 (1) ☐ Yes

(2) ☐ No

12. To what extent do you participate in the following activities related to the implementation of the school's reading program? (Check one box per activity).

		A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
20	Modifying school objectives to effectively incorporate a total school reading program	☐	☐	☐
21	Changing administrative methods to implement total school reading program	☐	☐	☐
22	Planning the reading program	☐	☐	☐
23	Providing independent assessment of the reading program	☐	☐	☐
24	Providing independent assessment of individual student progress	☐	☐	☐
25	Revising or modifying the reading program based on evaluation or other data	☐	☐	☐
26	Participating in inservice activities	☐	☐	☐
27	Observing classrooms	☐	☐	☐
28	Selection and acquisition of materials/equipment used to teach reading	☐	☐	☐
29	Other; specify ____________	☐	☐	☐

13.a. On the average, how many minutes do students spend in reading instruction per day?

30-32
33-35
36-38
39-41
42-44
45-47

Grade 1 ☐☐☐ minutes Grade 4 ☐☐☐ minutes
Grade 2 ☐☐☐ minutes Grade 5 ☐☐☐ minutes
Grade 3 ☐☐☐ minutes Grade 6 ☐☐☐ minutes

b. How much of the above instructional time is provided by Special Emphasis Project personnel?

48-50
51-53
54-56
57-59
60-62
63-65

Grade 1 ☐ minutes Grade 4 ____ minutes
Grade 2 ☐ minutes Grade 5 ____ minutes
Grade 3 ☐ minutes Grade 6 ____ minutes

c. How many students are served by the Special Emphasis reading program?

66-68
69-71
72-74
75-77
78-80
8-9="04"
10-12

Grade 1 ☐ Grade 4 ____
Grade 2 ☐ Grade 5 ____
Grade 3 ☐ Grade 6 ____

14. For which groups are the following resources available? (Check all which apply.)

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
13-17	Basal or multi-level series with accompanying workbooks and related instructional support items	☐	☐	☐	☐	☐
18-22	Published or staff-developed instructional aids such as reading stations, games, or programmed skills series	☐	☐	☐	☐	☐
23-27	Audio-visual equipment such as films, televisions, tape recorders, or videotape machines	☐	☐	☐	☐	☐
28-32	Independent reading materials such as library books, periodicals, and paperbacks, or supplementary basal series books	☐	☐	☐	☐	☐

15. a. Do teachers in your school collaborate in the planning of classroom reading programs?

33 (1) ☐ Yes

(2) ☐ No

b. If yes, how do they collaborate?

____

____

____

16. In your school, who supervises and/or plans the activities of the aides who assist in reading on a daily basis? (Check all which apply.)

34 ☐ The individual classroom teacher

35 ☐ The reading specialist

36 ☐ The principal

37 ☐ District reading personnel

38 ☐ Other; specify ____________________________

39 ☐ No aides are employed

17. a. Indicate the number of bilingual students served by your reading program who require instruction in a language other than English.

40 ☐ There are no such students (Go on to question 18).

	Primary Language	Number of Students
41,42-43	____________________________	☐☐
44,45-46	____________________________	☐☐
47,48-49	____________________________	☐☐
50,51-52	____________________________	☐☐
53,54-55	____________________________	☐☐

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b. How many teachers and/or aides employed by the Experimental School are capable of providing instruction in a language other than English?

	Language	No. of Teachers	No. of Aides
56,57-58	____________	☐☐	☐☐
59,60-61	____________	☐☐	☐☐
62,63-64	____________	☐☐	☐☐
65,66-67	____________	☐☐	☐☐

c. Are bilingual teachers and students matched?

68 (1) ☐ Yes

(2) ☐ No

d. Are bilingual materials and resources available?

69 (1) ☐ Yes

(2) ☐ No

e. Are there more bilingual materials this year than last year?

70 (1) ☐ Yes

(2) ☐ No

18. How have the following strategies been used to acquaint the general community with the schoolwide program in reading? (Check one box per strategy.)

		Primary Strategy (1)	Secondary Strategy (2)	Not A School Strategy (3)
71	Individual parent conferences	☐	☐	☐
72	P.T.A. meetings	☐	☐	☐
73	Newsletters	☐	☐	☐
74	Media coverage	☐	☐	☐
75	Open house	☐	☐	☐
76	Other; specify ____________	☐	☐	☐

TESTING & ASSESSMENT

19. Do you maintain or have access to a schoolwide recordkeeping system which reflects student mastery of specific reading skills?

77 (1) ☐ Yes

(2) ☐ No

20. Which of the following data are used in assessing student reading progress? (Check all which apply).

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
8-9="05"						
10-14	Standardized reading achievement tests	☐	☐	☐	☐	☐
15-19	Standardized diagnostic reading tests	☐	☐	☐	☐	☐
20-24	District-developed criterion-referenced tests	☐	☐	☐	☐	☐
25-29	Informal/teacher-developed tests and inventories	☐	☐	☐	☐	☐
30-34	Teacher observations	☐	☐	☐	☐	☐
35-39	Previous school records	☐	☐	☐	☐	☐
40-44	Other; specify ______	☐	☐	☐	☐	☐

21. What kinds of information are used for diagnostic purposes in your reading program? (Check all which apply).

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
8-9="06"						
10-14	Standardized diagnostic reading tests	☐	☐	☐	☐	☐
15-19	District-developed criterion-referenced tests	☐	☐	☐	☐	☐
20-24	Informal/teacher-developed tests and inventories	☐	☐	☐	☐	☐
25-29	Teacher observations	☐	☐	☐	☐	☐
30-34	Previous school records	☐	☐	☐	☐	☐
35-39	Other; specify ______	☐	☐	☐	☐	☐

22. Which of the following is an outgrowth of your assessment program in reading? (Check all which apply).

40 ☐ Staff inservice training on interpreting test results

41 ☐ Grouping and regrouping of students for reading

42 ☐ Instructional program based upon assessment results

43 ☐ Increase in the amount of time devoted to reading instruction

44 ☐ Other; specify ______________________

23. Which of the following exist for making test results available to parents? (Check all which apply).

45 ☐ Individual parent conferences

46 ☐ P.T.A. meetings

47 ☐ Special newsletters

48 ☐ Media coverage

49 ☐ Other; specify ______________________________

STAFF DEVELOPMENT

24. Have special training seminars and workshops in leadership development been provided to the school staff?

50 (1) ☐ Yes

(2) ☐ No

25. Has the school or district encouraged the staff to enroll in college or university courses related to reading?

51 (1) ☐ Yes

(2) ☐ No

26.a. How many classroom teachers in this school were involved in an inservice training program in reading this year?

52 ☐ All

☐ Some

☐ None

☐ No inservice program available (Skip to 28).

b. Has the inservice training in reading, available to teachers in your school, improved as a result of the Special Emphasis Program?

53 (1) ☐ Yes

(2) ☐ No

27. To what extent were the following groups provided with inservice training in reading this year? (Check one box per group).

		Primary Group (1)	Secondary Group (2)	Not A Group (3)
54	Principal	☐	☐	☐
55	Reading specialists/teachers	☐	☐	☐
56	Classroom teachers	☐	☐	☐
57	Teacher aides	☐	☐	☐
58	Parent volunteers	☐	☐	☐
59	Other; specify ____________ ____________	☐	☐	☐

28. In the past year, have you noted any change in classroom teachers' skills in the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
60	Curriculum development	☐	☐	☐	☐
61	Mastery of reading program objectives	☐	☐	☐	☐
62	Basic reading skills instruction	☐	☐	☐	☐
63	Implementation of diagnostic/prescriptive approach to teaching	☐	☐	☐	☐
64	Application of reading instruction to content areas	☐	☐	☐	☐
65	Preparation of support materials for reading program	☐	☐	☐	☐
66	Evaluation of student progress toward specific reading objectives	☐	☐	☐	☐
67	Interpretation of student assessment data	☐	☐	☐	☐
68	Selection utilization and evaluation of reading instruction materials	☐	☐	☐	☐
69	Utilization of paraprofessionals or teacher aides	☐	☐	☐	☐
70	Other; specify ____________	☐	☐	☐	☐

29. Over the past year have you noticed an improvement in any of the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
71	Teacher attitudes toward teaching reading	☐	☐	☐	☐
72	Pupil attitudes toward reading	☐	☐	☐	☐
73	Teacher interest in new instructional strategies	☐	☐	☐	☐
74	Variety of reading materials available to students	☐	☐	☐	☐

MISCELLANEOUS

30.a. Have you been kept informed of your role in the federally-sponsored Special Emphasis Reading Program?

75

(1) ☐ Yes

(2) ☐ No

(3) ☐ Somewhat

If yes or somewhat, how? ____________________

b. Have classroom teachers and other staff members been kept informed of your role in the federally-sponsored Special Emphasis Reading Program?

76

(1) ☐ Yes

(2) ☐ No

(3) ☐ Somewhat

If yes or somewhat, how? ____________________

31. To what extent has the Special Emphasis Program improved the quality of reading instruction in your school? (Check only one).

(1) ☐ Much improved

(2) ☐ Some improvement

(3) ☐ Little or no improvement

32. In the space below, please describe both advantages and disadvantages of your school's participation as the experimental school in the Special Emphasis Project, including any effects on you as a principal.

33. How would you change the Special Emphasis Reading Program to make it more effective?

34. What has been done to encourage/increase parent involvement in this year's Special Emphasis Reading Program?

35. What features, if any, of the Special Emphasis Reading Program will be retained once federal funding ceases (e.g., use of reading specialists/teachers, summer school program, inservice program, use of schoolwide skill mastery recordkeeping system)?

GENERAL
RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

Dear Principal,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII - National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As the Control School Principal you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only and your responses will be kept confidential. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put into computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number of the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

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An Equal Opportunity Employer M/F

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CONTROL SCHOOL PRINCIPAL QUESTIONNAIRE

Clearance No.
Exp. 01-31-80

CHARACTERISTICS OF THE CONTROL SCHOOL

FOR OFFICE USE ONLY

8-9="01"

1. Current enrollment of the Control School

10-11-12	Grade 1	19-20-21	Grade 4
13-14-15	Grade 2	22-23-24	Grade 5
16-17-18	Grade 3	25-26-27	Grade 6

2. How many reading teachers/reading specialists are currently assigned to the Control School's staff?

28-29

3. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

> "Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Control School qualify as "reading specialists"?

30-31

4. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

> "Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Control School qualify as "reading teachers?"

32-33

5. How many teacher aides/paraprofessionals in the Control School are involved in reading instruction?

34-35

6. On the average, how many parent volunteers are involved in reading instruction each week?

36-37 / per week

7. Rate each of the following characteristics of the Control School. (Check one box per characteristic)

		Adequate (1)	Somewhat Adequate (2)	Somewhat Inadequate (3)	Inadequate (4)
38	Size of physical plant for pupils	☐	☐	☐	☐
39	Condition of physical plant	☐	☐	☐	☐
40	Number of classroom teachers	☐	☐	☐	☐
41	Number of specialty area teachers (e.g., music teacher, special education teacher, etc.)	☐	☐	☐	☐
42	Number of all other professional personnel (e.g., psychologist, social worker, etc.)	☐	☐	☐	☐
43	Quality of books, periodicals and other printed matierals for instruction	☐	☐	☐	☐
44	Quality of audio-visual materials for instruction	☐	☐	☐	☐

8. Which of the following specialists provide services for your school? (Check all which apply).

45 ☐ Learning disabilities specialist
46 ☐ Librarian
47 ☐ School nurse, school physician
48 ☐ Vision, hearing, or speech specialist
49 ☐ School/district psychologist
50 ☐ School counselor
51 ☐ Outside consultants
52 ☐ Reading specialist
53 ☐ Physical education
54 ☐ Music/art
55 ☐ Social worker
56 ☐ Other; specify ______________________

THE SCHOOL READING PROGRAM

9. To what extent did the following groups participate in the planning of this school's reading program? (Check one box per group)

		A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
57	Teachers	☐	☐	☐
58	Principals	☐	☐	☐
59	Parents	☐	☐	☐
60	Reading specialists/ teachers	☐	☐	☐
61	District reading/language arts coordinators	☐	☐	☐
62	Students	☐	☐	☐
63	University personnel	☐	☐	☐
64	Teacher aides/paraprofessionals	☐	☐	☐
65	Other; specify ____________	☐	☐	☐

10. In planning and implementing the reading program this year, which of the following groups were directly responsible for or contributed to the decisions described?

		Reading Method/Approach Used in a Particular Classroom (1)	Selection of Texts & Materials (2)	Allocation of Time to Reading (3)	Selection of Objectives for Individual Students (4)	Assignment of Teachers to Teach Reading Classes (5)	Preparation of Curriculum Guide (6)	Testing & Evaluation of Reading Program (7)	Allocation of Money to Various Curriculum Areas (8)
66-73	School board	☐	☐	☐	☐	☐	☐	☐	☐
8-9="02" 10-17	Teachers	☐	☐	☐	☐	☐	☐	☐	☐
18-25	Principals	☐	☐	☐	☐	☐	☐	☐	☐
26-33	Parents	☐	☐	☐	☐	☐	☐	☐	☐
34-41	Reading specialist/teachers	☐	☐	☐	☐	☐	☐	☐	☐
42-49	District reading/language arts coordinators	☐	☐	☐	☐	☐	☐	☐	☐
50-57	Students	☐	☐	☐	☐	☐	☐	☐	☐
58-65	University personnel	☐	☐	☐	☐	☐	☐	☐	☐
66-73	Other; specify ____________	☐	☐	☐	☐	☐	☐	☐	☐

11. a. Has the number of groups involved in the planning of the school's reading program expanded over the past year?

74 (1) ☐ Yes

(2) ☐ No

b\. If so, has this change been a result of your involvement as the control school in the Special Emphasis Program?

75 (1) ☐ Yes

(2) ☐ No

12. To what extent do you participate in the following activities related to the implementation of the school's reading program? (Check one box per activity).

	A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
76 Modifying school objectives to effectively incorporate a total school reading program	☐	☐	☐
77 Changing administrative methods to implement total school reading program	☐	☐	☐
78 Planning the reading program	☐	☐	☐
79 Providing independent assessment of the reading program	☐	☐	☐
80 8-9="03" Providing independent assessment of individual student progress	☐	☐	☐
10 Revising or modifying the reading program based on evaluation or other data	☐	☐	☐
11 Participating in inservice activities	☐	☐	☐
12 Observing classrooms	☐	☐	☐
13 Selection and acquisition of materials/equipment used to teach reading	☐	☐	☐
14 Other; specify ____________	☐	☐	☐

13. On the average, how many minutes do students spend in reading instruction per day?

15-16-17
18-19-20
22-23-24
25-26-27
28-29-30
31-32-33

Grade 1 ☐☐☐ minutes Grade 4 ☐☐☐ minutes
Grade 2 ☐☐☐ minutes Grade 5 ☐☐☐ minutes
Grade 3 ☐☐☐ minutes Grade 6 ☐☐☐ minutes

14. For which groups are the following resources available? (Check all which apply).

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
34-38	Basal or multi-level series with accompanying workbooks and related instructional support items	☐	☐	☐	☐	☐
39-43	Published or staff-developed instructional aids such as reading stations, games, or programmed skills series	☐	☐	☐	☐	☐
44-48	Audio-visual equipment such as films, televisions, tape recorders, or video-tape machines	☐	☐	☐	☐	☐
49-53	Independent reading materials such as library books, periodicals, and paperbacks, or supplementary basal series books	☐	☐	☐	☐	☐

15. a. Do teachers in your school collaborate in the planning of classroom reading programs?

54 (1) ☐ Yes

(2) ☐ No

b. If yes, how do they collaborate?

____

____

____

16. In your school, who supervises and/or plans the activities of the aides who assist in reading on a daily basis? (Check all which apply).

55 ☐ The individual classroom teacher
56 ☐ The reading specialist
57 ☐ The principal
58 ☐ District reading personnel
59 ☐ Other; specify ________________________
60 ☐ No aides are employed

17. a. Indicate the number of bilingual students served by your reading program who require instruction in a language other than English.

61 ☐ There are no such students (Go on to question 18).

	Primary Language	Number of Students
62,63-64	____________________	☐☐
65,66-67	____________________	☐☐
68,69-70	____________________	☐☐
71,72-73	____________________	☐☐
74,75-76	____________________	☐☐

b. How many teachers and/or aides employed by the Control School are capable of providing instruction in a language other than English?

	Language	No. of Teachers	No. of Aides
8-9="04" 10,11-14	____________	☐☐	☐☐
15,16-19	____________	☐☐	☐☐
20,21-24	____________	☐☐	☐☐
25,26-29	____________	☐☐	☐☐

c. Are bilingual teachers and students matched? 30

(1) ☐ Yes

(2) ☐ No

d. Are bilingual materials and resources available? 31

(1) ☐ Yes

(2) ☐ No

e. Are there more bilingual materials this year than last year? 32

(1) ☐ Yes

(2) ☐ No

18. How have the following strategies been used to acquaint the general community with the schoolwide program in reading? (Check one box per strategy).

		Primary Strategy (1)	Secondary Strategy (2)	Not A School Strategy (3)
33	Individual parent conferences	☐	☐	☐
34	P.T.A. meetings	☐	☐	☐
35	Newsletters	☐	☐	☐
36	Media coverage	☐	☐	☐
37	Open house	☐	☐	☐
38	Other; specify ____________	☐	☐	☐

TESTING & ASSESSMENT

19. Do you maintain or have access to a schoolwide recordkeeping system which reflects student mastery of specific reading skills? 39

(1) ☐ Yes

(2) ☐ No

20. Which of the following data are used in assessing student reading progress? (Check all which apply).

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
40-44	Standardized reading achievement tests	☐	☐	☐	☐	☐
45-49	Standardized diagnostic reading tests	☐	☐	☐	☐	☐
50-54	District-developed criterion-referenced tests	☐	☐	☐	☐	☐
55-59	Informal/teacher-developed tests and inventories	☐	☐	☐	☐	☐
60-64	Teacher observations	☐	☐	☐	☐	☐
65-69	Previous school records	☐	☐	☐	☐	☐
70-74	Other; specify ____________	☐	☐	☐	☐	☐

21. What kinds of information are used for diagnostic purposes in your reading program? (Check all which apply).

8-9="05"

		For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
10-14	Standardized diagnostic reading tests	☐	☐	☐	☐	☐
15-19	District-developed criterion-referenced tests	☐	☐	☐	☐	☐
20-24	Informal/teacher-developed tests and inventories	☐	☐	☐	☐	☐
25-29	Teacher observations	☐	☐	☐	☐	☐
30-34	Previous school records	☐	☐	☐	☐	☐
35-39	Other; specify ____________	☐	☐	☐	☐	☐

22. Which of the following is an out growth of your assessment program in reading? (Check all which apply).

40 ☐ Staff inservice training on interpreting test results

41 ☐ Grouping and regrouping of students for reading

42 ☐ Instructional program based upon assessment results

43 ☐ Increase in the amount of time devoted to reading instruction

44 ☐ Other; specify ______________________

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23. Which of the following exist for making test results available to parents? (Check all which apply).

45 ☐ Individual parent conferences

46 ☐ P.T.A. meetings

47 ☐ Special newsletters

48 ☐ Media coverage

49 ☐ Other; specify ____________________

STAFF DEVELOPMENT

24. Have special training seminars and workshops in leadership development been provided to the school staff?

50 (1) ☐ Yes

(2) ☐ No

25. Has the school or district encouraged the staff to enroll in college or university courses related to reading?

51 (1) ☐ Yes

(2) ☐ No

26. How many classroom teachers in this school were involved in an inservice training program in reading this year?

52 ☐ All

☐ Some

☐ None

☐ No inservice program available (Skip to 28).

27. To what extent were the following groups provided with inservice training in reading this year? (Check one box per group).

		Primary Group (1)	Secondary Group (2)	Not A Group (3)
53	Principal	☐	☐	☐
54	Reading specialists/teachers	☐	☐	☐
55	Classroom teachers	☐	☐	☐
56	Teacher aides	☐	☐	☐
57	Parent volunteers	☐	☐	☐
58	Other; specify ____________ ____________	☐	☐	☐

BEST A

28. In the past year, have you noted any change in classroom teachers' skills in the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
59	Curriculum development	☐	☐	☐	☐
60	Mastery of reading program objectives	☐	☐	☐	☐
61	Basic reading skills instruction	☐	☐	☐	☐
62	Implementation of diagnostic/ prescriptive approach to teaching	☐	☐	☐	☐
63	Application of reading instruction to content areas	☐	☐	☐	☐
64	Preparation of support materials for reading program	☐	☐	☐	☐
65	Evaluation of student progress toward specific reading objectives	☐	☐	☐	☐
66	Interpretation of student assessment data	☐	☐	☐	☐
67	Selection, utilization and evaluation of reading instruction materials	☐	☐	☐	☐
68	Utilization of paraprofessionals or teacher aides	☐	☐	☐	☐
69	Other; specify ____________________	☐	☐	☐	☐

29. Over the past year have you noticed an improvement in any of the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
70	Teacher attitudes toward teaching reading	☐	☐	☐	☐
71	Pupil attitudes toward reading	☐	☐	☐	☐
72	Teacher interest in new instructional strategies	☐	☐	☐	☐
73	Variety of reading materials available to students	☐	☐	☐	☐

MISCELLANEOUS

30.a. Have you been kept informed of your school's role in the federally-sponsored Special Emphasis Reading Projects?

74

(1) ☐ Yes

(2) ☐ No

(3) ☐ Somewhat

If yes or somewhat, how? ______________________________

____

5. Have classroom teachers and other staff members been kept informed of your school's role in the federally sponsored Special Emphasis Reading Project?

(1) ___ Yes

75 (2) ___ No

(3) ___ Somewhat

If yes or somewhat, how? ______________________________

____

31. In the space below, please describe both advantages and disadvantages of your school's participation as the control school in the Special Emphasis Project, including any effects on you as a principal.

____

____

____

____

____

____

____

CSP-10

BEST A

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Reading Specialist,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII — National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As a Reading Specialist you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

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☐☐☐☐☐☐ 0 4

READING SPECIALIST/READING TEACHER QUESTIONNAIRE

Clearance No.
Exp. 01-31-80

PERSONAL DATA

FOR OFFICE USE ONLY

9-10 "01"

1. What is your highest education degree? (Check only one).

11 (1) ☐ B.A. or B.S.

(2) ☐ M.S. or M.S.

(3) ☐ Ed.D./Ph.D.

(4) ☐ Other; specify ____________________

2. What was your major area of specialization for your highest education degree? (Check all which apply).

12 (1) ☐ Elementary education

13 (2) ☐ Curriculum development

14 (3) ☐ Reading

15 (4) ☐ Special education

16 (5) ☐ Educational psychology

17 (6) ☐ Counseling

18 (7) ☐ Educational administration

19 (8) ☐ Other; specify ____________________

3. Do you possess an Education Specialist Degree or an Advanced Certificate?

(1) ☐ Yes

20 (2) ☐ No

If yes, in which area of specialization ____________

4. a. Including the current year, what is the total number of years of paid, full-time teaching experience you have?

21-22 ☐☐ Number of Years

b. Including the current year, what is the total number of years that your teaching assignment has been specifically reading teacher or reading specialist?

23-24 ☐☐ Number of years as a reading specialist or reading teacher

5. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

> "Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Do you qualify as a "reading specialist" under this definition?

25 (1) ☐ Yes (Skip to question 8).

(2) ☐ No

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6. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

> "Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Do you qualify as a "reading teacher" under this definition?

26 (1) ☐ Yes

(2) ☐ No

7. Are you certified by your state in any of the following categories?

27 ☐ Reading teacher

28 ☐ Reading specialist

29 ☐ Reading supervisor/director

30 ☐ None of the above

READING SPECIALIST'S ROLE

8. For the Special Emphasis Project, what is your involvement in the following decision-making processes? (Check one box per line).

		A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
31	Reading method/approach used in a particular classroom	☐	☐	☐
32	Selection of texts and/or materials	☐	☐	☐
33	Allocation of instructional time to reading	☐	☐	☐
34	Selection of objectives for individual students	☐	☐	☐
35	Assignment of teachers to teach reading classes	☐	☐	☐
36	Preparation of curriculum guide in reading	☐	☐	☐
37	Testing and evaluation of reading program	☐	☐	☐
38	Allocation of money to various curriculum areas for reading-related activities	☐	☐	☐
39	Determination of the content of training for aides	☐	☐	☐
40	Determination of the content of training for teachers	☐	☐	☐

9. In your role as Reading Specialist/Teacher in this project, how much participation have you had in the following activities in your school? (Check one box per activity).

		A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
41	Modifying reading program objectives	☐	☐	☐
42	Planning the schoolwide reading program	☐	☐	☐
43	Conducting inservice training	☐	☐	☐
44	Planning and implementing motivational activities for teachers to enhance their effectiveness in teaching reading	☐	☐	☐
45	Providing independent assessment of the reading program	☐	☐	☐
46	Providing independent assessment of individual student progress	☐	☐	☐
47	Revising or modifying the reading program based on evaluation or other data	☐	☐	☐
48	Observing classrooms	☐	☐	☐
49	Other; specify ______________	☐	☐	☐

10. a. How often have you been asked to provide information as to how the reading program can be improved in your school? (Check only one).

50
(1) ☐ Never (Skip to question 12).
(2) ☐ Once or twice a year
(3) ☐ Three to five times a year
(4) ☐ Six to ten times a year
(5) ☐ More than ten times a year

b. If asked, by whom? (Check all which apply).

51 ☐ Principal
52 ☐ Special Emphasis project director
53 ☐ District reading coordinator
54 ☐ Other; specify ______________________________

11. How many times this year have you met with the P.T.A. in your school to explain or discuss the Special Emphasis Project in reading?

55-56 ☐☐ Number of times

COORDINATION ACTIVITIES

12. How often does the project director visit your class? (Check only one).

57
(1) ☐ Almost daily
(2) ☐ Weekly
(3) ☐ Monthly
(4) ☐ Semi-annually/annually
(5) ☐ Never (Go on to question 15).
(6) ☐ Other; specify ______________________

13. During these visits, how often does the project director do the following? (Check one box per activity)

		Often (1)	Sometimes (2)	Seldom or Never (3)
58	Observe classroom activities	☐	☐	☐
59	Participation in classroom activities	☐	☐	☐
60	Show parents, district or other personnel around	☐	☐	☐
61	Provide instruction to children	☐	☐	☐
62	Interrupt your teaching to discuss administrative matters	☐	☐	☐

14. How would you describe the project director's primary function in relation to your reading program? (Check only one)

(1) ☐ Supplying materials, staff, etc., to help you conduct your instruction in reading

63 (2) ☐ Setting specific firm guidelines for the conduct of your instruction in reading

(3) ☐ Doing little or nothing for you in the conduct of your instruction in reading

15. a. During the past year, did you provide inservice training to any members of the total school staff in the teaching of reading?

64 (1) ☐ Yes

(2) ☐ No

b. If yes, to whom? ______________________________

16.a. During the past year, as a result of the Special Emphasis Program, did you receive inservice training in the teaching of reading?

65 (1) ☐ Yes

(2) ☐ No

b. If yes, to what extent did this training emphasize the following areas? (Check one box per area)

		A Great Deal of Emphasis (1)	Some Emphasis (2)	Little or No Emphasis (3)
66	Leadership skills	☐	☐	☐
67	Team-teaching skills	☐	☐	☐
68	Techniques for motivating teachers to modify their approaches to reading instruction	☐	☐	☐
69	Teacher/pupil planning	☐	☐	☐
70	Diagnosis of reading problems	☐	☐	☐
71	Instructional techniques in reading	☐	☐	☐
72	Strategies for individualized instruction	☐	☐	☐
73	Techniques for teaching reading to children who are culturally-different	☐	☐	☐
74	Evaluation techniques	☐	☐	☐
75	Creating instructional materials	☐	☐	☐
76	Other; specify ____________________ ____________________	☐	☐	☐

SPECIAL EMPHASIS READING INSTRUCTION

17. With regard to your instructional program, how do students know what to do each day? (Check all which apply)

77 (1) ☐ Daily routines or activities are assigned.
78 (2) ☐ Teacher and students plan weekly or daily activities.
79 (3) ☐ Children choose from a variety of activities.
80 (4) ☐ Other; specify ______________________________

18. In which settings do you instruct groups of students?

9-10="02"

(1) ☐ Classroom teacher's room
11 (2) ☐ Reading lab
(3) ☐ Other; specify ______________________________

19. Please indicate to what extent you use the following resource or equipment in your reading program. (Check one box per resource/equipment.)

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Used (3)	Not Available (4)
12	Reading lab	☐	☐	☐	☐
13	Listening stations	☐	☐	☐	☐
14	Language master	☐	☐	☐	☐
15	Controlled reader	☐	☐	☐	☐
16	Tachistoscope	☐	☐	☐	☐
17	Movie projector	☐	☐	☐	☐
18	Overhead projector	☐	☐	☐	☐
19	Tape recorder	☐	☐	☐	☐
20	Record player	☐	☐	☐	☐
21	Videotape machine	☐	☐	☐	☐
22	Other; specify ____________ ____________________	☐	☐	☐	☐

4-45
RS-6

20. For each applicable setting, approximately how often do you make use of the following teaching strategies? (Check all which apply.)

		APPROXIMATE FREQUENCY					SETTING		
	Planning the Reading Program the reading specialist/teacher is involved in:	Daily (1)	Weekly (2)	Monthly (3)	Each Grading Period/ Annually (4)	Never (5)	Classroom Teacher's Room (1)	Reading Lab (2)	Other; as Specified in Item 19 (3)
23,24-26	Utilizing behavioral objectives	☐	☐	☐	☐	☐	☐	☐	☐
27,28-30	Teaming with other teachers	☐	☐	☐	☐	☐	☐	☐	☐
31,32-34	Informing parents about the reading program	☐	☐	☐	☐	☐	☐	☐	☐
35,36-38	Asking parents to assist with the reading program	☐	☐	☐	☐	☐	☐	☐	☐
39,40-42	Encouraging/supervising the participation of teacher aides	☐	☐	☐	☐	☐	☐	☐	☐
43,44-46	Making materials which address student needs	☐	☐	☐	☐	☐	☐	☐	☐
47,48-50	Organizing and developing learning/interest centers	☐	☐	☐	☐	☐	☐	☐	☐
51,52-54	Organizing and developing listening centers	☐	☐	☐	☐	☐	☐	☐	☐
55,56-58	Organizing and developing writing centers	☐	☐	☐	☐	☐	☐	☐	☐
	Implementing the Reading Program the reading specialist/teacher directs the child in:								
59,60-62	Reading silently	☐	☐	☐	☐	☐	☐	☐	☐
63,64-66	Reading multi-ethnic series stories	☐	☐	☐	☐	☐	☐	☐	☐

20. (continued)

		APPROXIMATE FREQUENCY					SETTING		
		Daily (1)	Weekly (2)	Monthly (3)	Each Grading Period/ Annually (4)	Never (5)	Classroom Teacher's Room (1)	Reading Lab (2)	Other; as Specified in Item 19 (3)
67,68-70	Evaluating story outcomes	☐	☐	☐	☐	☐	☐	☐	☐
71,72-74	Reading independently during recreational reading time	☐	☐	☐	☐	☐	☐	☐	☐
75,76-78 9-10-"03"	Reading orally in turn with other children	☐	☐	☐	☐	☐	☐	☐	☐
11,12-14	Role playing/dramatizing based on reading	☐	☐	☐	☐	☐	☐	☐	☐
15,16-18	Describing personal experiences for language-experience stories	☐	☐	☐	☐	☐	☐	☐	☐
19,20-22	Utilizing programmed materials	☐	☐	☐	☐	☐	☐	☐	☐
23,24-26	Utilizing workbooks or skill practice sheets	☐	☐	☐	☐	☐	☐	☐	☐
27,28-30	Working at learning/interest centers	☐	☐	☐	☐	☐	☐	☐	☐
31,32-34	Working at listening centers	☐	☐	☐	☐	☐	☐	☐	☐
35,36-38	Working at writing centers	☐	☐	☐	☐	☐	☐	☐	☐
39,40-42	Viewing films for reading background	☐	☐	☐	☐	☐	☐	☐	☐
43,44-46	Writing his/her own stories	☐	☐	☐	☐	☐	☐	☐	☐
47,48-50	Choosing his/her own reading activities	☐	☐	☐	☐	☐	☐	☐	☐
51,52-54	Evaluating his/her own work	☐	☐	☐	☐	☐	☐	☐	☐
55,56-58	Other; specify ________________	☐	☐	☐	☐	☐	☐	☐	☐

21. Please indicate which of the following materials you create for your reading program and whether they are used as a major or supplementary resource. (Check one box per material)

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
59	Worksheets	☐	☐	☐
60	Transparencies for overhead projector	☐	☐	☐
61	Slides	☐	☐	☐
62	Charts	☐	☐	☐
63	Tapes	☐	☐	☐
64	Games	☐	☐	☐
65	Other; specify ____________	☐	☐	☐

22. Which of the following materials do you use in your reading program? Indicate whether they are major or supplementary resources. (Check

		Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
66	Basal series	☐	☐	☐	☐
67	SRA - type kit	☐	☐	☐	☐
68	Library/trade books & magazines	☐	☐	☐	☐
69	Teacher - developed skill activities	☐	☐	☐	☐
70	Published skill activities	☐	☐	☐	☐
71	Other; specify ____________	☐	☐	☐	☐

9-10="04" 23. Describe the way in which you assign specific instructional materials. (Check all which apply)

11 ☐ My main reading resource is a published instructional package, such as a basal series, which provides student reading materials and sequenced skills activities.

12 ☐ At least once a week, I supplement such a series with written and oral skills activities of my own.

13 ☐ At least once a week, I supplement such a series with other reading materials such as library books, language-experience stories, or children's magazines.

14 ☐ I use different basal series or similar instructional packages for different reading groups, depending on their reading needs.

15 ☐ I use skill materials and activities which are keyed to specific diagnostic tests. Test results then indicate which activities are appropriate for a particular child.

16 ☐ No child is assigned to a specific book or series of stories, or skill exercises. A variety of graded stories are available for the child's selection, and skills materials are assigned as diagnosis indicates a need.

17 ☐ Other; specify ____
____

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RS-7

24. Describe the grouping strategy for reading instruction conducted in the regular classroom teacher's room by Special Emphasis personnel.

		GRADES 1,2			GRADES 3-6		
		Primary Strategy (1)	Secondary Strategy (1)	Not Used (3)	Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)
	Reading Specialists/ Reading Teachers						
18,19	Large groups (10 or more children)	☐	☐	☐	☐	☐	☐
20,21	Small groups (4-9 children)	☐	☐	☐	☐	☐	☐
22,23	Individual (1-3 children)	☐	☐	☐	☐	☐	☐
	Teacher Aides						
24,25	Large groups (10 or more children)	☐	☐	☐	☐	☐	☐
26,27	Small groups (4-9 children)	☐	☐	☐	☐	☐	☐
28,29	Individual (1-3 children)	☐	☐	☐	☐	☐	☐

25. Describe the adult-student grouping strategy for reading instruction conducted in the Special Emphasis classroom/lab setting by Special Emphasis personnel.

		Grades 1,2			Grades 3-6		
		Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)	Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)
	Reading Specialists/ Reading Teacher						
30,31	Large group instruction (10 or more children)	☐	☐	☐	☐	☐	☐
32,33	Small group instruction (4-9 children)	☐	☐	☐	☐	☐	☐
34,35	Individual instruction (1-3 children)	☐	☐	☐	☐	☐	☐
	Teacher Aides						
36,37	Large group instruction (10 or more children)	☐	☐	☐	☐	☐	☐
38,39	Small group instruction (4-9 children)	☐	☐	☐	☐	☐	☐
40,41	Individual instruction (1-3 children)	☐	☐	☐	☐	☐	☐

26. How would you characterize the contact between Special Emphasis reading specialists/teachers and regular classroom teachers. (Check all that apply.)

		Grades 1,2	Grades 3-6
42,43	Classroom teachers and reading specialist/teacher plan and teach together on a daily basis	☐	☐
44,45	Classroom teachers and reading specialist/teacher meet at least weekly for planning	☐	☐
46,47	Special Emphasis reading specialist/teacher conducts planned inservice sessions for classroom teachers on a regular basis.	☐	☐
48,49	Special Emphasis reading specialist/teacher provide demonstrations of techniques for reading instruction.	☐	☐
50,51	Other: specify ______________________	☐	☐

TESTING AND ASSESSMENT

27. How are reading achievement test results used in your school? (Check all which apply.)

58 ☐ In needs assessment
59 ☐ In development of program objectives
60 ☐ In development and modification of curricula
61 ☐ In administrative decision-making
62 ☐ In measurement of the school's progress in meeting its goals
63 ☐ Other; specify ______________________________

28. How are reading diagnostic test results used in your school? (Check all which apply.)

64 ☐ In assignment of students to special reading instruction
65 ☐ In grouping students according to skill deficiencies
66 ☐ In modification of classroom groupings
67 ☐ In decisions on skills to be included in the instructional program
68 ☐ Other; specify ______________________________
69 ☐ Diagnostic tests are not administered

29. Check the data used in determining reading group placement for individual students. (Check all which apply.)

70 ☐ Standardized reading achievement tests
71 ☐ Standardized diagnostic reading tests
72 ☐ District-developed criterion-referenced tests
73 ☐ Informal/teacher-developed tests and inventories
74 ☐ Teacher observations
75 ☐ Previous school records
76 ☐ Other; specify ______________________________

30. This year, as part of the Special Emphasis Program, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

77
(1) ☐ Yes
(2) ☐ No

31. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

78
(1) ☐ Yes (If yes, and new this year, please attach copy to this questionnaire.)
(2) ☐ No

TEACHER AIDES

32. Does the Special Emphasis Project use paid teacher aides in the instructional program?

79
(1) ☐ Yes
(2) ☐ No (Go on to question 39.)

33. a. Other than Special Emphasis inservice training for the entire teaching staff, have these aides received training as part of the Special Emphasis Project?

80
(1) ☐ Yes
(2) ☐ No (Go on to question 36.)

9-10="05"

b. If yes, who trained these aides? (Check all which apply).

11
12
13
14
15
16

☐ Reading specialist/teacher
☐ District coordinator
☐ Project director
☐ Classroom teacher
☐ Principal
☐ Other; specify ____________
____

34. How many hours of training was involved for aides? (Check only one.)

17
(1) ☐ Less than 5 hours
(2) ☐ 5 to 10 hours
(3) ☐ 11 to 15 hours
(4) ☐ 16 to 20 hours
(5) ☐ More than 20 hours

35. To what extent did this inservice training for aides include: (Check one box per area.)

		A Great Deal of Training Provided (1)	Some Training Provided (2)	No Specific Training Provided (3)
18	Providing small group instruction in specific skill development	☐	☐	☐
19	Providing diagnostic/prescriptive activities	☐	☐	☐
20	Providing remedial reinforcement activities	☐	☐	☐
21	Tutoring students in other content areas	☐	☐	☐
22	Designing motivational activities for children	☐	☐	☐
23	Developing materials	☐	☐	☐
24	Maintaining a recordkeeping system	☐	☐	☐
25	Providing publicity about innovations in the reading program	☐	☐	☐
26	Other; specify ____________________	☐	☐	☐

36. Have the aides received Special Emphasis inservice training provided to all other instructional staff?

(1) ☐ Yes
27 (2) ☐ No

37. Who supervises and/or plans the activities of the aides who assist in the Special Emphasis Program on a daily basis? (Check all which apply.)

28 (1) ☐ The individual classroom teacher
29 (2) ☐ The reading specialist/teacher
30 (3) ☐ The principal
31 (4) ☐ District reading personnel
32 (5) ☐ The project director
33 (6) ☐ Other; specify ______________________________

38. How effective are these aides in providing the following kinds of services within the classroom setting? (Check one box per service.)

		Very Effective (1)	Somewhat Effective (2)	Not Effective (3)	Not a Responsibility for Aides (4)
34 35	Providing small group instruction in specific skill development	☐	☐	☐	☐
36	Providing diagnostic/prescriptive activities	☐	☐	☐	☐
37	Providing remedial reinforcement activities	☐	☐	☐	☐
38	Tutoring students in other content areas	☐	☐	☐	☐
39	Designing motivational activities for children	☐	☐	☐	☐
40	Developing materials	☐	☐	☐	☐
41	Maintaining a recordkeeping system	☐	☐	☐	☐
42	Providing publicity about innovations in the reading program	☐	☐	☐	☐
	Other; specify ____________ ____________	☐	☐	☐	☐

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

39. What effect has the Special Emphasis Project had on the following attitudes? (Check one box per effect.)

		Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
44	Students' attitudes toward reading	☐	☐	☐	☐
45	Teachers' attitudes toward reading instruction	☐	☐	☐	☐
46	Principal's attitudes toward the reading program	☐	☐	☐	☐

40. What impact has the Special Emphasis Project had on the total instructional program this year? (Check one box per impact area.)

		Increased (1)	No Impact (2)	Decreased (3)
47	Measurability of objectives used to conduct the reading program	☐	☐	☐
48	Standardization of teaching reading along guidelines established by the Special Emphasis Project	☐	☐	☐
49	Use of specific tools for assessing the needs of students	☐	☐	☐
50	Use of evaluation instruments to assess teacher effectiveness	☐	☐	☐
51	Number of parent volunteers in the school	☐	☐	☐
52	Other; specify ________________	☐	☐	☐

41. To what extent is there administrative support for the Special Emphasis Project? (Check one box per support area.)

		A Great Deal of Support (1)	Some Support (2)	Little or No Support (3)
53	Reading specialists and aides are not assigned to other duties during Special Emphasis reading instructional or planning periods	☐	☐	☐
54	Adequate physical space has been provided to the project for both planning and instruction	☐	☐	☐
55	Administrators have involved themselves in the inservice training	☐	☐	☐
56	Intervention on the part of administrators has reconciled difficulties between project staff and regular school staff	☐	☐	☐
57	Other; specify ________________	☐	☐	☐

42. What have been the most important benefits of the Special Emphasis Reading Program in your school?

43. What problems have arisen in your school as a result of the Special Emphasis Reading Program?

44. How would you change the Special Emphasis Reading Program to make it more effective?

45. What features, if any, of the Special Emphasis Reading Program will be retained at this school once federal funds cease (e.g., use of reading specialists/teachers, summer school program, in-service program, use of schoolwide skill mastery recordkeeping system)?

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
McLEAN, VIRGINIA 22101
(703) 893-5900

Dear Teacher,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII — National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As an Experimental School Classroom Teacher you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

A Subsidiary of Flow General Inc.
An Equal Opportunity Employer M/F

EXPERIMENTAL SCHOOL CLASSROOM TEACHER QUESTIONNAIRE

☐☐☐☐☐ 0 5

Clearance No.
Exp. 01-31-80

PERSONAL DATA

8-9="01"

1. What is your highest educational degree? (Check only one.)

10 (1) ☐ B.A. or B.S.

(2) ☐ M.A. or M.S.

(3) ☐ Ed.D/Ph.D

(4) ☐ Other; specify ______________________________

2. Do you possess an Education Specialist Degree or an Advanced Certificate?

11 (1) ☐ Yes

(2) ☐ No

If yes, in which area of specialization ____________________

3. How many years of paid, full-time teaching experience do you have, including the current school year?

12-13 ☐☐ (e.g. Two years = 0 2 Thirteen years = 1 3)

CLASSROOM TEACHER'S ROLE

4. What grade level(s) do you presently teach? (Check all which apply.)

14 ☐ Grade 1
15 ☐ Grade 2
16 ☐ Grade 3
17 ☐ Grade 4
18 ☐ Grade 5
19 ☐ Grade 6

5. a. Are you a specific content area teacher?

20 (1) ☐ Yes

(2) ☐ No

b. If yes, indicate subject area taught ________________________

6. Number of students in your class, or, if you are a specific content area teacher, the average number of students per class.

21-22 ☐☐

7. How many teacher aides assist you with actual reading instruction?

23-24 ☐☐

ESCT-1

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COORDINATION ACTIVITIES

8. a. This year has anyone asked you to provide information as to how the reading program could be improved in your school?

25 (1) ☐ Yes

(2) ☐ No (Go to question 9.)

b. If yes, who asked you? (Check all who apply.)

26 ☐ The reading specialist/teacher

27 ☐ The principal

28 ☐ District reading personnel

29 ☐ The Special Emphasis project director

30 ☐ Other; specify ______________________________

c. Do you feel that the concerns and ideas you expressed were taken into consideration?

31 (1) ☐ Yes

(2) ☐ No

9. About how often during this year have you and a reading specialist/teacher for the Special Emphasis Reading Project discussed student progress, coordinated activities and/or exchanged instructional plans?

32 (1) ☐ Almost daily

(2) ☐ Weekly

(3) ☐ Monthly

(4) ☐ Semi-annually/annually

(5) ☐ Never

10. a. About how often does this reading specialist/teacher visit your class? (Check only one).

33 (1) ☐ Almost daily

(2) ☐ Weekly

(3) ☐ Monthly

(4) ☐ Semi-annually/annually

(5) ☐ Never (Go to question 11.)

b. How often does she/he do the following during these visits? (Check one box per activity).

	Frequently (1)	Sometimes (2)	Never (3)
34 Observe classroom activities	☐	☐	☐
35 Show parents, district, or other personnel around	☐	☐	☐
36 Provide techniques and materials for instruction	☐	☐	☐
37 Provide instruction to children	☐	☐	☐
38 Interrupt your teaching to discuss administrative matters	☐	☐	☐
39 Other; specify ______________	☐	☐	☐

11. Was inservice training in reading offered to you this year?

40 (1) ☐ Yes

(2) ☐ No (Go to question 14.)

12. Who conducted inservice training in reading this year? (Check all that apply.)

41 (1) ☐ School

42 (2) ☐ District

43 (3) ☐ Special Emphasis Project personnel

44 (4) ☐ Outside consultant

45 (5) ☐ Other; specify ______________________________

13. a. About how many clock hours per month did you participate in inservice training in reading conducted by your school, district, or Special Emphasis Project this year? (Check only one.)

(1) ☐ 0 hours/month

46 (2) ☐ 1 - 4 hours/month

(3) ☐ 5 - 8 hours/month

(4) ☐ 9 or more hours/month

b. How helpful has this year's inservice training in reading been in enabling you to carry out your classroom reading activities? (Check only one.)

47 (1) ☐ Very helpful

(2) ☐ Somewhat helpful

(3) ☐ Not helpful

THE SCHOOL READING PROGRAM

14. Which of the following baseline data are available on students in your class to assist you in planning your classroom reading program? (Check all which apply.)

48 ☐ Achievement test reading levels

49 ☐ Diagnostic skill profiles

50 ☐ Attitude measures

51 ☐ Other; specify ______________________________

15. Describe your grouping strategy for reading instruction in your classroom.

		Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)
52	Large groups (10 or more children)	☐	☐	☐
53	Small groups (4-9 children)	☐	☐	☐
54	Individual (1-3 children)	☐	☐	☐

16. Who determines which children will be placed into which reading groups in your classroom?

55 (1) ☐ The classroom teacher

(2) ☐ The reading specialist/teacher

(3) ☐ The classroom teacher and reading specialist/teacher, jointly

(4) ☐ Other; specify ______________________________

17. Approximately how often do you make use of the following teaching strategies? (Check all which apply.)

	Planning the Reading Program: the classroom teacher is involved in:	Daily (1)	Weekly (2)	Monthly (3)	Each Grading period/annually (4)	Never (5)
56	Utilizing behavioral objectives	☐	☐	☐	☐	☐
57	Teaming with other teachers	☐	☐	☐	☐	☐
58	Informing parents about the reading program	☐	☐	☐	☐	☐
59	Asking parents to assist with the reading program	☐	☐	☐	☐	☐
60	Encouraging the participation of teacher aides	☐	☐	☐	☐	☐
61	Making materials which address student needs	☐	☐	☐	☐	☐
62	Organizing and developing learning/interest centers	☐	☐	☐	☐	☐
63	Organizing and developing listening centers	☐	☐	☐	☐	☐
64	Organizing and developing writing centers	☐	☐	☐	☐	☐
	Implementing the Reading Program: the classroom teacher directs the child in:					
65	Reading silently	☐	☐	☐	☐	☐
66	Reading multi-ethnic stories	☐	☐	☐	☐	☐
67	Recalling stories read	☐	☐	☐	☐	☐
68	Evaluating story outcomes	☐	☐	☐	☐	☐
69	Reading independently during recreational reading time	☐	☐	☐	☐	☐
70	Reading orally in turn with other children	☐	☐	☐	☐	☐
71	Role playing/dramatizing based on reading	☐	☐	☐	☐	☐
72	Describing personal experiences for language-experience stories	☐	☐	☐	☐	☐
73	Utilizing programmed materials	☐	☐	☐	☐	☐
74	Utilizing workbooks or skill practice sheets	☐	☐	☐	☐	☐
75	Working at learning/interest centers	☐	☐	☐	☐	☐
76	Working at listening centers	☐	☐	☐	☐	☐
77	Working at writing centers	☐	☐	☐	☐	☐
78	Viewing films for reading background	☐	☐	☐	☐	☐
79	Writing his/her own stories	☐	☐	☐	☐	☐
80 8-9="02"	Choosing his/her own reading activities	☐	☐	☐	☐	☐
10	Evaluating his/her own work	☐	☐	☐	☐	☐
11	Other; specify ____________ ____________	☐	☐	☐	☐	☐

12 18. With regard to your instructional program, how do students know what to do? (Check one.)

(1) ☐ Daily routines or assignments are posted or announced.
(2) ☐ Teacher and students plan weekly or daily activities.
(3) ☐ Children choose from a variety of activities.
(4) ☐ Other; specify ____________________

19. Please indicate to what extent you use the following resources/equipment in your classroom reading program.

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Used (3)	Not Available (4)
13	Reading lab	☐	☐	☐	☐
14	Listening stations	☐	☐	☐	☐
15	Language master	☐	☐	☐	☐
16	Controlled reader	☐	☐	☐	☐
17	Tachistoscope	☐	☐	☐	☐
18	Movie projector	☐	☐	☐	☐
19	Overhead projector	☐	☐	☐	☐
20	Tape recorder	☐	☐	☐	☐
21	Record player	☐	☐	☐	☐
22	Videotape machine	☐	☐	☐	☐
23	Other; specify ____________	☐	☐	☐	☐

20. Which of the following materials do you use in your reading instruction program? Indicate whether they are major or supplementary resources. (Check all which apply.)

		Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
24	Basal series	☐	☐	☐	☐
25	SRA-type kit	☐	☐	☐	☐
26	Library/trade books and magazines	☐	☐	☐	☐
27	Teacher-developed skill activities	☐	☐	☐	☐
28	Published skill activities	☐	☐	☐	☐
29	Other; specify ____________	☐	☐	☐	☐

21. Please indicate which of the following materials you create for your reading program, and whether they are used as a major or supplementary resource. (Check one box per material.)

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
30	Worksheets	☐	☐	☐
31	Transparencies for overhead projector	☐	☐	☐
32	Slides	☐	☐	☐
33	Charts	☐	☐	☐
34	Tapes	☐	☐	☐
35	Games	☐	☐	☐
36	Other; specify ____________	☐	☐	☐

37 22. Are the available materials in your school reading program adequate to serve your students needs?

☐ Yes, adequate ☐ No, not adequate

If not adequate, why not? ______________________________

____

TESTING AND ASSESSMENT

23. This year, as part of the Special Emphasis Program, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

(1) ☐ Yes
38 (2) ☐ No

24. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

39 (1) ☐ Yes
(2) ☐ No

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

25. What effect has the Special Emphasis Project had on the following attitudes? (Check one box per effect.)

			Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
40	EFFECT:	Students' attitudes toward reading	☐	☐	☐	☐
41		Teachers' attitudes toward reading instruction	☐	☐	☐	☐
42		Principal's attitudes toward the reading program	☐	☐	☐	☐

26. What effect has the Special Emphasis Project had on students' reading habits? (Check one box per effect.)

			Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
43	EFFECT:	Time spent reading in class	☐	☐	☐	☐
44		Time spent reading outside class	☐	☐	☐	☐
45		Library and/or classroom book usage	☐	☐	☐	☐

27. What problems have arisen in the school as a result of the Special Emphasis Project? (Check one box per problem.)

			Major Problem (1)	Minor Problem (2)	Not A Problem (3)
46	PROBLEM:	Teacher dissatisfaction with Special Emphasis Project objectives	☐	☐	☐
47		Conflict between Special Emphasis Project objectives and other district objectives	☐	☐	☐
48		Teacher feelings that reading is being emphasized at the expense of other programs	☐	☐	☐
49		Conflict between classroom teachers and reading specialists/teachers	☐	☐	☐
50		Other; specify ____________________ ______________________________	☐	☐	☐

. How has the Special Emphasis Project influenced the number of reading instruction methods you use in your classroom this year? (Check only one.)

51 (1) ☐ Expanded the number of methods I use.

(2) ☐ Restricted the number of methods I use.

(3) ☐ No change.

29. What have been the most important benefits of the Special Emphasis Reading Project in your school?

____

____

____

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____

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30. How would you change the Special Emphasis Reading Project to make it more effective?

____

____

____

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____

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31. In your estimation, what features of the Special Emphasis Project will be retained at this school once federal funding is discontinued?

____

____

____

____

____

____

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
McLEAN, VIRGINIA 22101
(703) 893-5900

Dear Teacher,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII — National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As a Control School Classroom Teacher you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will recieve will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

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CONTROL SCHOOL CLASSROOM TEACHER QUESTIONNAIRE

☐☐☐☐☐ 0 6

Clearance No.
Exp. 01-31-80

PERSONAL DATA

FOR OFFICE USE ONLY
3-9="01"

1. What is your highest educational degree? (Check only one.)

10 (1) ☐ B.A. or B.S.
(2) ☐ M.A. or M.S.
(3) ☐ Ed.D/Ph.D
(4) ☐ Other; specify ____________________

2. Do you possess an Education Specialist Degree or an Advanced Certificate?

(1) ☐ Yes
11 (2) ☐ No

If yes, in which area of specialization ____________________

3. How many years of paid, full-time teaching experience do you have, including the current school year?

12-13 ☐☐ (e.g. Two years = 0 2 Thirteen years = 1 3)

CLASSROOM TEACHER'S ROLE

4. What grade level(s) do you presently teach? (Check all which apply.)

14
15
16
17
18
19

☐ Grade 1	☐ Grade 4
☐ Grade 2	☐ Grade 5
☐ Grade 3	☐ Grade 6

5. a. Are you a specific content area teacher?

(1) ☐ Yes
20 (2) ☐ No

b. If yes, indicate subject area taught ____________________

6. Number of students in your class, or, if you are a specific content area teacher, the average number of students per class.

21-22 ☐☐

7. How many teacher aides assist you with actual reading instruction?

23-24 ☐☐

CSCT-1

COORDINATION ACTIVITIES

8. a. This year has anyone asked you to provide information as to how the reading program could be improved in your school?

25 (1) ☐ Yes

(2) ☐ No (Go to question

b. If yes, who asked you? (Check all who apply.)

26 ☐ The reading specialist/teacher

27 ☐ The principal

28 ☐ District reading personnel

29 ☐ The Special Emphasis project director

30 ☐ Other; specify ______________________________

c. Do you feel that the concerns and ideas you expressed were taken into consideration?

31 (1) ☐ Yes

(2) ☐ No

9. About how often during the year have you and the reading specialist/teacher in your school held a conference to discuss your reading program? (Check only one.)

(1) ☐ Almost daily

32 (2) ☐ Weekly

(3) ☐ Monthly

(4) ☐ Semi-annually/annually

(5) ☐ Never

(6) ☐ There is no reading specialist (Go on to question 11.)

10. a. About how often does this reading specialist/teacher visit your class? (Check only one.)

(1) ☐ Almost daily

33 (2) ☐ Weekly

(3) ☐ Monthly

(4) ☐ Semi-annually/annually

(5) ☐ Never (Go to question 11.)

b. How often does she/he do the following during these visits? (Check one box per activity.)

		Frequently (1)	Sometimes (2)	Never (3)
34	Observe classroom activities	☐	☐	☐
35	Show parents, district, or other personnel around	☐	☐	☐
36	Provide techniques and materials for instruction	☐	☐	☐
37	Provide instruction to children	☐	☐	☐
38	Interrupt your teaching to discuss administrative matters	☐	☐	☐
39	Other; specify ______________ ______________	☐	☐	☐

11. Was inservice training in reading offered to you this year?

40
(1) ☐ Yes
(2) ☐ No (Go to question 14.)

12. Who conducted inservice training in reading this year?

41 (1) ☐ School
42 (2) ☐ District
43 (3) ☐ Outside consultant
44 (4) ☐ Other; specify ______________________________

13. a. About how many clock hours per month did you participate in inservice training in reading this year? (Check only one.)

45
(1) ☐ 0 hours/month
(2) ☐ 1 - 4 hours/month
(3) ☐ 5 - 8 hours/month
(4) ☐ 9 or more hours/month

b. How helpful has this year's inservice training in reading been in enabling you to carry out your classroom reading activities? (Check only one.)

46
(1) ☐ Very helpful
(2) ☐ Somewhat helpful
(3) ☐ Not helpful

THE SCHOOL READING PROGRAM

14. Which of the following baseline data are available on students in your class to assist you in planning your classroom reading program? (Check all which apply.)

47 ☐ Achievement test reading levels
48 ☐ Diagnostic skill profiles
49 ☐ Attitude measures
50 ☐ Other; specify ______________________________

15. Describe your grouping strategy for reading instruction in your classroom.

		Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)
51	Large groups (10 or more children)	☐	☐	☐
52	Small groups (4-9 children)	☐	☐	☐
53	Individual (1-3 children)	☐	☐	☐

16. Who determines which children will be placed into which reading groups in your classroom?

54
(1) ☐ The classroom teacher
(2) ☐ The reading specialist/teacher
(3) ☐ The classroom teacher and reading specialist/teacher, jointly
(4) ☐ Other; specify ______________________________

17. Approximately how often do you make use of the following teaching strategies? (Check all which apply).

	Planning the Reading Program: the classroom teacher is involved in:	Daily (1)	Weekly (2)	Monthly (3)	Each Grading period/annually (4)	Never (5)
55	Utilizing behavioral objectives	☐	☐	☐	☐	☐
56	Teaming with other teachers	☐	☐	☐	☐	☐
57	Informing parents about the reading program	☐	☐	☐	☐	☐
58	Asking parents to assist with the reading program	☐	☐	☐	☐	☐
59	Encouraging the participation of teacher aides	☐	☐	☐	☐	☐
60	Making materials which address student needs	☐	☐	☐	☐	☐
61	Organizing and developing learning/interest centers	☐	☐	☐	☐	☐
62	Organizing and developing listening centers	☐	☐	☐	☐	☐
63	Organizing and developing writing centers	☐	☐	☐	☐	☐
	Implementing the Reading Program: the classroom teacher directs the child in:					
64	Reading silently	☐	☐	☐	☐	☐
65	Reading multi-ethnic stories	☐	☐	☐	☐	☐
66	Retelling stories read	☐	☐	☐	☐	☐
67	Evaluating story outcomes	☐	☐	☐	☐	☐
68	Reading independently during recreational reading time	☐	☐	☐	☐	☐
69	Reading orally in turn with other children	☐	☐	☐	☐	☐
70	Role playing/dramatizing based on reading	☐	☐	☐	☐	☐
71	Describing personal experiences for language-experience stories	☐	☐	☐	☐	☐
72	Utilizing programmed materials	☐	☐	☐	☐	☐
73	Utilizing workbooks or skill practice sheets	☐	☐	☐	☐	☐
74	Working at learning/interest centers	☐	☐	☐	☐	☐
75	Working at listening centers	☐	☐	☐	☐	☐
76	Working at writing centers	☐	☐	☐	☐	☐
77	Viewing films for reading background	☐	☐	☐	☐	☐
78	Writing his/her own stories	☐	☐	☐	☐	☐
79	Choosing his/her own reading activities	☐	☐	☐	☐	☐
80	Evaluating his/her own work	☐	☐	☐	☐	☐
8-9="02" 10	Other; specify ______________	☐	☐	☐	☐	☐

11 18. With regard to your instructional program, how do students know what to do? (Check one.)

(1) ☐ Daily routines or assignments are posted or announced.

(2) ☐ Teacher and students plan weekly or daily activities.

(3) ☐ Children choose from a variety of activities.

(4) ☐ Other; specify ______________________________

19. Please indicate to what extent you use the following resources/equipment in your classroom reading program. (Check one for each item.)

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Used (3)	Not Available (4)
12	Reading lab	☐	☐	☐	☐
13	Listening stations	☐	☐	☐	☐
14	Language master	☐	☐	☐	☐
15	Controlled reader	☐	☐	☐	☐
16	Tachistoscope	☐	☐	☐	☐
17	Movie projector	☐	☐	☐	☐
18	Overhead projector	☐	☐	☐	☐
19	Tape recorder	☐	☐	☐	☐
20	Record player	☐	☐	☐	☐
21	Videotape machine	☐	☐	☐	☐
22	Other; specify ____________	☐	☐	☐	☐

20. Which of the following materials do you use in your reading instruction program? Indicate whether they are major or supplementary resources. (Check one for each item.)

		Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
23	Basal series	☐	☐	☐	☐
24	SRA-type kit	☐	☐	☐	☐
25	Library/trade books and magazines	☐	☐	☐	☐
26	Teacher-developed skill activities	☐	☐	☐	☐
27	Published skill activities	☐	☐	☐	☐
28	Other; specify ______________	☐	☐	☐	☐

21. Please indicate which of the following materials you create for your reading program, and whether they are used as a major or supplementary resource. (Check one box per material.)

		Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
29	Worksheets	☐	☐	☐
30	Transparencies for overhead projector	☐	☐	☐
31	Slides	☐	☐	☐
32	Charts	☐	☐	☐
33	Tapes	☐	☐	☐
34	Games	☐	☐	☐
35	Other; specify ______________	☐	☐	☐

22. Are the available materials in your school reading program adequate to serve your students needs?

36 ☐ Yes, adequate ☐ No, not adequate

If not adequate, why not? ____________________

____

TESTING AND ASSESSMENT

23. This year, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

(1) ☐ Yes

37 (2) ☐ No

24. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

38 (1) ☐ Yes

(2) ☐ No

EFFECTS OF THE READING PROGRAM

25. What effect has your reading program had on the following attitudes? (Check one box per effect.)

		Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
39	Students' attitudes toward reading	☐	☐	☐	☐
40	Teachers' attitudes toward reading instruction	☐	☐	☐	☐
41	Principal's attitudes toward the reading program	☐	☐	☐	☐

26. What effect has your reading program had on students' reading habits? (Check one box per effect.)

		Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
42	Time spent reading in class	☐	☐	☐	☐
43	Time spent reading outside class	☐	☐	☐	☐
44	Library and/or classroom book usage	☐	☐	☐	☐

27. What problems have arisen in the school as a result of your involvement as the control school in the Special Emphasis Project? (Check one box per problem.)

		Major Problem (1)	Minor Problem (2)	Not A Problem (3)
45	Teacher resentment from administering tests to students who will not benefit from the program	☐	☐	☐
46	Teacher resentment of extra work when teachers receive no new materials or support for such work	☐	☐	☐
47	Parental complaints about testing	☐	☐	☐
48	Teacher feelings that reading is being emphasized at the expense of other programs	☐	☐	☐
49	Other; specify ________________	☐	☐	☐

28. How have you changed the number of reading methods you use in your classroom this year? (Check only one.)

(1) ☐ Expanded the number of methods I use.

50 (2) ☐ Restricted the number of methods I use.

(3) ☐ No change.

29. In the space below, describe both advantages and disadvantages of your school's participation as the control school in the Special Emphasis Project, and its effects on you as a classroom teacher.

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

General Instructions

Classification of Teaching Practices

The attached instrument is designed to determine the range of teaching practices utilized in schools. Its purpose is to provide a measure of how similar or different teaching practices are between experimental and control schools involved in the Special Emphasis Project. Since the intent is to provide descriptive information, there are no right or wrong answers.

Please be candid in your responses; the results will be used to make general comparisons between experimental and control schools. There is no need to sign your name. The data are for statistical purposes only. The findings will be aggregated so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

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1 2

CLASSIFICATION OF TEACHING PRACTICES

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2," If the statement generally describes your classroom, choose "3"; if it is absolutely true, choose "4."

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routines.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and school yard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4

4-71

	strongly disagree	disagree	agree	strongly agree
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the textbooks for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines made explicit.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive, advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

This instrument was developed by TDR Associates, Inc., Newton, Massachusetts, under Contract Number OEC-1-7-062805-3963.

GENERAL RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
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Dear Librarian,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII — National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As a Librarian, you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

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Clearance No.
Exp. 01-31-80

LIBRARIAN QUESTIONNAIRE

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8-12-00001

Inservice Training

1. About how many clock hours per month did you participate in inservice training in reading conducted by your school district, or Special Emphasis Project this year? (Check only one.)

13
(1) ☐ 0 hrs/month
(2) ☐ 1-4 hrs/month
(3) ☐ 5-8 hrs/month
(4) ☐ 9 or more hrs/month

Librarian's Role

2. How would you define your role in the reading program in your school? (Check one box per role.)

		Primary Responsibility (1)	Secondary Responsibility (2)	Not My Responsibility (3)
14	Assisting students in selecting books that interest them	☐	☐	☐
15	Assisting students in selecting materials that address their needs	☐	☐	☐
16	Assisting students in selecting books at an appropriate reading level	☐	☐	☐
17	Planning displays to motivate student interest in reading	☐	☐	☐
18	Planning specific activities for students from grades 1-2 on a regular basis	☐	☐	☐
19	Planning specific activities for students from grades 3-6 on a regular basis	☐	☐	☐
20	Other (specify) ________________ ________________	☐	☐	☐

3a. Has your role changed in the past year as a result of the reading program in your district?

21
(1) ☐ Yes
(2) ☐ No (go to question 4)

b. If yes, to what extent? (Check only one.)

22
(1) ☐ I participate in a wider variety of tasks across grade levels on a daily basis
(2) ☐ I have participated in some special tasks a few times this year
(3) ☐ Special reading staff have assumed many of the tasks formally performed by the librarian
(4) ☐ Other, please specify. ______________________________
____

School-Wide Program

4. During the school year, how often have you met with a reading specialist or reading consultant in your school to plan special activities designed to stimulate student interest in reading? (Check only one.)

23
(1) ☐ Weekly
(2) ☐ Once or twice a month
(3) ☐ Two or three times this year
(4) ☐ Never

5. On the average, how often do you provide any of the following types of activities for children in grades 1 and 2? (Check one box per activity.)

		Weekly (1)	Once Or Twice A Month (2)	One to Three Times A Year (3)	Never (4)
24	Book talks	☐	☐	☐	☐
25	Read-ins	☐	☐	☐	☐
26	Puppet shows	☐	☐	☐	☐
27	Famous characters in residence	☐	☐	☐	☐
28	Story hours	☐	☐	☐	☐
29	Learning centers	☐	☐	☐	☐
30	Interest centers	☐	☐	☐	☐
31	Listening centers	☐	☐	☐	☐
32	Book fair	☐	☐	☐	☐
33	Other (specify) ____________ ______________________	☐	☐	☐	☐

6. On the average, how often do you provide any of the following types of activities for children in grades 3-6? (Check one box per activity.)

		Weekly (1)	Once Or Twice A Month (2)	One to Three Times A Year (3)	Never (4)
34	Book talks	☐	☐	☐	☐
35	Read-ins	☐	☐	☐	☐
36	Puppet shows	☐	☐	☐	☐
37	Famous characters in residence	☐	☐	☐	☐
38	Story hours	☐	☐	☐	☐
39	Learning centers	☐	☐	☐	☐
40	Interest centers	☐	☐	☐	☐

Continuation of #6

		Weekly (1)	Once Or Twice a Month (2)	One to Three Times A Year (3)	Never (4)
41	Listening centers	☐	☐	☐	☐
42	Book fair	☐	☐	☐	☐
43	Other (specify) ______________ ______________________________	☐	☐	☐	☐

7. During this school year, what changes have you noticed in the following areas of student library usage? (Check one box per area.)

		Increased (1)	Remained the Same (2)	Decreased (3)
44	Student use of reference materials	☐	☐	☐
45	Student interest in books for pleasure	☐	☐	☐
46	Student use of magazines and periodicals	☐	☐	☐
47	Student requests for materials for special projects or reports	☐	☐	☐
48	Student use of library before and after school	☐	☐	☐
49	Student participation in library or book clubs	☐	☐	☐

8. How has the overall circulation of library books in the school changed over the past year? (Check only one.)

(1) ☐ Increased

50 (2) ☐ Remained the same

(3) ☐ Decreased

STUDENT INFORMATION CHECKLIST

☐☐☐☐☐☐☐☐☐☐☐ 1 2

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FOR OFFICE USE ONLY

13-14-"01"

TO THE TEACHER:

Please answer the following questions about the student identified above. For some of the questions the answers will probably be in your school records. For answers that are not a matter of record please use your best estimate. All answers will be treated in accordance with the Federal privacy acts.

Thank you for your cooperation.

Background Information

15 1. In what grade is this student: If the student is in an ungraded class, indicate the grade student would be in if grades were used. (Check one.)

(1) ☐ 1st grade (3) ☐ 3rd grade (5) ☐ 5th grade

(2) ☐ 2nd grade (4) ☐ 4th grade (6) ☐ 6th grade

16-17, 18-19, 20-21 2. Student's date of birth. ___ mo. ___ day ___ yr.

22 3. Student's sex. (1) ☐ Male (2) ☐ Female

23 4. Racial and ethnic origins. Use your own judgment. Do not ask the student. (Check one.)

(1) ☐ Native American (3) ☐ Black (5) ☐ White

(2) ☐ Asian or Pacific Islander (4) ☐ Hispanic

24 5. To your knowledge, does the student participate in a free or reduced-price lunch or breakfast program? (Use you own observation or school records. Do not ask the student.)

(1) ☐ Yes (2) ☐ No

6. What is your estimate of the educational background of this student's parents (or the adults with whom the student lives)? (Use your own observations or school records. Do not ask the student.) (Mark one answer for each parent/adult.)

		Less Than High School	High School Graduate	Some College	College Graduate	Don't Know
25	Mother (adult female)	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐
26	Father (adult male)	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐

27 7. In your opinion, is some language other than English the major language spoken in the student's home? (Use your own observations or school records. Do not ask the student.)

(1) ☐ Yes (2) ☐ No

Participation Information

28 8. Has this student been absent 25% of the time or more?

(1) ☐ Yes, absent (2) ☐ Yes, family moved (3) ☐ No

29 9. Has this student received reading instruction from a Special Emphasis reading teacher this year?

(1) ☐ Yes (2) ☐ No

30 10. Has this student received at least 10 hours of instruction from a reading specialist/teacher during this school year?

(1) ☐ Yes → (2) ☐ No

31-32-33 a. How many minutes/week in your classroom, with you present? ☐☐☐

34-35-36 b. How many minutes/week in your classroom, when you were out of the room? ☐☐☐

37-38-39 c. How many minutes/week in a small group, out of your classroom? ☐☐☐

40-41-42 d. How many minutes/week individually, out of your classroom? ☐☐☐

43-44-45 e. Other (specify) ____________ ☐☐☐

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SIC-1

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STUDENTS--GRADE 3

										0	9

DIRECTIONS:

READ EACH SENTENCE CAREFULLY.	YES (1)	SOMETIMES (2)	NO (3)
A. If you Always or Almost Always do what it says, circle the smiling face. For example, if you always or almost always like ice cream, circle the smiling face.	[✓ ☺]	😐	☹
B. If you do what it says Sometimes, but Sometimes You Don't, circle the face that isn't smiling or frowning. For example, if sometimes you like to play outside and sometimes you don't, circle the face that isn't smiling or frowning.	☺	[✓ 😐]	☹
C. If you Never or Almost Never do what it says, circle the face with a frown. For example, if you would never or almost never want to go to bed at 6 p.m., circle the face with the frown.	☺	😐	[✓ ☹]

4-80

STUDENTS - GRADE 3

Circle the face that shows how you feel about each sentence.

FOR OFFICE USE ONLY		YES (1)	SOMETIMES (2)	NO (3)
13-14="01"				
15	1. Reading is fun for me.	☺	😐	☹
16	2. I like to read during my free time.	☺	😐	☹
17	3. I like my reading class.	☺	😐	☹
18	4. I like to get books to read from the library.	☺	😐	☹
19	5. It's fun when the teacher reads to us.	☺	😐	☹
20	6. I only read when I have to.	☺	😐	☹

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STUDENT QUESTIONNAIRE
(Grades 4-6)

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DIRECTIONS: For this page read each sentence carefully.

If it is always true, put a check in the box next to YES.

13-14="01" (1) ☑ YES (2) ☐ SOMETIMES (3) ☐ NO

If it is sometimes true, put a check in the box next to SOMETIMES.

(1) ☐ YES (2) ☑ SOMETIMES (3) ☐ NO

If it is never true, put a check in the box next to NO.

(1) ☐ YES (2) ☐ SOMETIMES (3) ☑ NO

---

15 1. How many hours per week do you spend reading outside of school? (CHECK ONLY ONE)

(1) ☐ 0 hours (4) ☐ 6-10 hours
(2) ☐ 1-2 hours (5) ☐ 11-15 hours
(3) ☐ 3-5 hours (6) ☐ More than 15 hours per week

16 2. Do you like to read?

(1) ☐ YES (2) ☐ SOMETIMES (3) ☐ NO

17 3. Do you read better this year than last year?

(1) ☐ YES (2) ☐ NO

18 4. Does your reading teacher explain class work so that you understand it?

(1) ☐ YES (2) ☐ SOMETIMES (3) ☐ NO

19 5. Is your homework usually right?

(1) ☐ YES (2) ☐ SOMETIMES (3) ☐ NO

6. Where do you get the books you read in your free time? (CHECK THE ONES YOU MOSTLY USE)

20-25 (1) ☐ Bookstore (3) ☐ School library (5) ☐ Classroom Library
(2) ☐ Friends (4) ☐ Public library (6) ☐ Parents or Relatives

7. How many books have you read during the past month? (CHECK ONLY ONE)

26 (1) ☐ 0
(2) ☐ 1-5
(3) ☐ 6-10
(4) ☐ 11-15
(5) ☐ 16-20
(6) ☐ More than 20

8. Check the kinds of books that you most like to read.

(1) ☐ Mysteries
27-34 (2) ☐ Sports
(3) ☐ Comics
(4) ☐ Heroes and heroines
(5) ☐ Stories
(6) ☐ Science
(7) ☐ Joke books
(8) ☐ Books on hobbies

9. Is a newspaper delivered to your house?

35 (1) ☐ YES
(2) ☐ NO

10. Do you read the newspaper?

36 (1) ☐ YES
(2) ☐ NO

11. Which sections of the newspaper do you usually read? (CHECK ALL THAT APPLY) 37-44

(1) ☐ National news
(2) ☐ Local news
(3) ☐ Editorials
(4) ☐ Comics
(5) ☐ Sports
(6) ☐ Feature stories
(7) ☐ Other
(8) ☐ None

GENERAL
RESEARCH CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

Dear Parent:

This year, your child's school is part of a U.S. Office of Education study. The purpose of the study is to find out the effectiveness of intensive reading instruction by reading specialists in elementary schools. General Research Corporation is working with the U.S. Government to see how well each school has done.

For this reason, we need your help. As a parent, there are many things you know about how your child reads that a teacher might not know. What you can tell us may help other elementary schools teach reading better. Your full and honest answers to all questions are very important to our success. However, if you feel strongly about not answering certain questions, you may omit them.

Do not write your name on this questionnaire. This way, no answers can be linked to you. Our only interest is how parents as a group feel about the school's reading program. We understand that you may have several children in school at this time. But when you answer these questions, we would like you to think only about the child identified below.

Thank you for your cooperation.

Child's Grade ____________ Child's Sex ____________

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

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Clearance No.
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PARENT QUESTIONNAIRE

		DIRECTIONS	YES (1)	NO (2)	CAN'T SAY (3)
		Read each question carefully. If it is generally true, put a check in the box under YES.	☑	☐	☐
		If it is not true, put a check in the box under NO.	☐	☑	☐
9="01"		If you do not have enough information to be sure if it is true or not, put a check in the box under CAN'T SAY.	☐	☐	☑
10	1.	Does your child read books other than school text books?	☐	☐	☐
11	2.	Does your child share books that he or she has read with you or other members of the family?	☐	☐	☐
12	3.	Does the school set up parent-teacher conferences to explain your child's strengths and weaknesses in reading?	☐	☐	☐
13	4.	Does the school provide you with the results of your child's test scores in reading and explain the steps to be taken to improve his/her reading skills?	☐	☐	☐
14	5.	Have you worked as a volunteer in your child's school this year?	☐	☐	☐
15	6.	Do you plan to enroll your child in a summer school reading program?	☐	☐	☐

CLASSROOM/READING LAB OBSERVATION PROTOCOL ☐☐☐☐☐☐

Interviewer: ____________

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)				(9)				(10)	(11)
			FORMAL READING PROGRAM				GROUP INSTRUCTION				INDIVIDUAL INSTRUCTION				INDEPENDENT WORK	READING RELATED ACTIVITIES
								Min/Day by:				Min/Day by:				
Reading Groups*	SRP (%)	No. of Students	3 Most Common Reading Instructional Activities	Instructional Focus	3 Most Common Independent Student Activities	3 Most Common Reading-Related Activities	Min/Day	Tchr	RS	Aide	Min/Day	Tchr	RS	Aide	Min/Day	Min/Day

CODE (4)
1 Skill dev.
2 Discussion
3 Reading to std.
4 Oral reading
5 Interpretive act.
6 Other; specify

CODE (5)
1 Readiness
2 Word attack
3 Reading voc.
4 Comprehension
5 Listening skills
6 Other; specify

CODE (6)
1 Reading silently
2 Working @ learn ctrs.
3 Taking test/quiz
4 Complete workbks/skill practice sheets
5 Reading-related games
6 Dramatizing stories
7 Arts & Crafts act.
8 Other; specify

CODE (7)
1 Dictionary skills
2 Writing
3 Dramatization
4 Vocabulary dev.
5 Subject area read.
6 Other; specify
EXCLUDE SPELLING

(12) Name of basal reading series used. ____________

(13) Do you have any means of measuring student progress in reading? (Check one.)
___ Yes, daily ___ Yes, weekly ___ Yes, at beginning and end of grading period ___ No
If yes, describe: ____________
Is this system tied into the basal series used? ______

*1st group 1 = the highest

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CLASSROOM/READING LAB OBSERVATION PROTOCOL

Observer: ______________________________

Time in Classroom: ______________________

Physical Environment: Books in Evidence Seating Arrangements Visual Stimuli Neatness, Cleanliness	**Nature of Instruction:** Teaching Techniques Learning Experiences Use of Management System Use of Center
Students' Attention to Tasks: When interacting with teacher When working independently When working in groups	**Materials used or available for use:**
Nature of Teacher Control and Feedback: Directive/Non-directive Supportive, accepting, reinforcing	**Other Comments:**

Interviewer:______________

PROJECT DIRECTOR/
PRINCIPAL
INTERVIEW GUIDE - SUMMER SPECIAL EMPHASIS

1. Overview of Total Program

   a. Format for the weekly schedule, including hours per day, typical activities, e

   b. Program Objectives

      1.

      2.

      3.

2. Description of Staff

   a. Reading Specialists (number, deployment, etc.)

   b. Teachers (number, deployment, etc.)

   c. Aides (number, deployment, qualifications)

   d. Volunteers (number, deployment, qualifications, hours per day)

3. Materials Used (describe)

   a. Locally developed

   b. Commercial

4. Program Coordination

   a. Is there any formal coordination of the learning activities within the summer program, i.e., specified learning objectives, curriculum guides, year to year articulation of objectives, a management system?

   b. Is there any identifiable coordination with the regular school program, i.e., curriculum interface with the regular school year, etc.?

   c. Nature of supervision provided by Project Director/School Principal

5. Does the program employ any method(s) for measuring gains made by the students during the summer session?

6. Outstanding Features of the Program. Other Comments.

Site: ____________________

SUMMER PROGRAM

1979 Attendance Report

Total number of days program operated: ______

Student ID No.	Days Present	Student ID No.	Days Present

Return completed forms to General Research Corporation, 7655 Old Springhouse Road, McLean, Virginia 22101 Attention: Ms. Paula J. Keyes

SITE SUMMARY

Site: ____________________

Sources: ____________________

1. History of the Implementation of Special Emphasis

a. Problems encountered and their resolution: ____________________

b. Outstanding features of the program: ____________________

c. Key insights gained: ____________________

d. Willingness to participate in similar projects; and why: ________

2.a. Number of instructional days (or weeks) in school year. ________

b. Number of operational days (or weeks) for Special Emphasis. ____

3. Site reading programs (local schools, ESAA, Title I, etc.)

Local school program

a. Overview

b. Target audience

c. Number served

d. Format (schedule, typical activities)

e. Staff (numbers of teachers, specialists, aides, etc.)

f. Materials (locally developed, commercial)

g. Coordination and interface between this and other reading programs in the school.

Additional reading programs

Name

a. Overview

b. Target audience

c. Number served

d. Format (schedule, typical activities)

e. Staff (numbers of teachers, specialists, aides, etc.)

f. Materials (locally developed, commercial)

g. Coordination and interface between this and other reading programs in the school.

Additional reading programs

Name ____________________

a. Overview ____________________

b. Target audience ____________________

c. Number served ____________________

d. Format (schedule, typical activities) ____________________

e. Staff (numbers of teachers, specialists, aides, etc.) ____________________

f. Materials (locally developed, commercial) ____________________

g. Coordination and interface between this and other reading programs in the school. ____________________

4. Coding review

a. Correction results and use of corrected master list ________________

b. Verification of position 6 coding (Special Conditions) ________________

c. Follow-up required ________________

5. Projected cost data for implementing an intensive reading program without Federal assistance (local cost for the following items).

Reading Specialist(s) (salary and fringe): $________________

Aides $________________

Classroom operation and maintenance/yr: $________________

Administrative cost $________________

Number of pupils ________________

Type and duration of treatment: ________________

Cost per pupil ________________

IMPRESSIONS

6. Support and regard for Special Emphasis

Administrative ________________

Specialists ________________

Teachers ________________

7. Overall impressions

8. Reception of and cooperation with evaluation team and evaluation objectives

9. Ancedotes and/or other comments

☐ District Administrator
☐ Project Director
☐ Principal
☐ Reading Specialist
☐ Teacher

SITE CLOSE-OUT INTERVIEW

What expectations did {the district / you} have when applying for a Special Emphasis grant? (What motivated the district to apply?)

In what ways have these expectations been met?

In what ways has Special Emphasis not met {the district's / your} expectations?

Did {the district / you} benefit in any unexpected way(s) from participation in Special Emphasis (spin-off, side effects)?

Did {the district / you} experience any unforeseen problems due to its participation in Special Emphasis?

Continuation of interview with District Administrators, Project Directors, and Principals.

Do you have any plans to follow-up on Special Emphasis with respect to utilization of the evaluation results?

If yes, who will be responsible for formally reviewing this report and recommending implementation of project findings?

Has the district conducted its own evaluation of the Special Emphasis Program or cooperated with other evaluation efforts?

Are there any written materials GRC may obtain?

How has the district made use of the extra materials purchased with Special Emphasis monies?

Has there been a change in the district's or school's reading budget over the last three years (other than inflationary increases)?

Yes ☐ No ☐

└→Is the SEP responsible for this change? Yes ☐ No ☐

By what percent has the budget changed? ________

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At this point in time, is it possible to determine whether the Special Emphasis Program produced any lasting changes in the district's reading program or approach to reading? If so, what changes?

Have any of the reading specialists, aides, and/or clerks hired for Special Emphasis become permanent employees of the district?

If yes, are they involved in a continuation of the Special Emphasis concept?

If yes, how is this program funded?

Where is it operating?

Are there any changes in the program?

Specify ______________________________
____
____

{Does the district / Do you} have specific areas of interest or particular questions {it hopes / you hope} to see covered or answered in the final report? What would {the district / you} like to see covered in the final report?

Yes ☐ No ☐

└→Specify ______________________________
____

Conclude interview with Reading Specialists and Teachers here.